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ABSTRACT

The document, over three-fourths of which consists of appendixes, presents the 1978-79 final performance report for Project Outreach, the informational extension of the Infant Program for Visually Imapired (IPVI). Materials and media produced by Project Outreach are based on direct experience with visually impaired preschool children through the Model Demonstration Program (another component of the IPVI, which provides an observation and training site for persons working or involved with visually handicapped preschool children). Project Outreach aspects covered in the final performance report include services to children, promoting parent/family participation, assessment of child progress, inservice training for project staff, training for personnel from other programs and agencies, coordination with other agencies, information dissemination and demonstration, program replication, and program continuation. Among the appendixes are a data collection summary, a replication questionnaire sent to all persons who have used Project Outreach materials, an evaluation report, a letter of explanation and validation, and various letters of support. (DLS)

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FINAL PERFORMANCE REPORT

1978-79

PROJECT OUTREACH
FOR THE
INFANT PROGRAM FOR VISUALLY IMPAIRED

Federal Project Numbers

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September 28, 1979

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INTRODUCTION

The formal "Replication" phase of Project Outreach began in the 1978-79 funding year. The purpose of replication was to aid groups of persons who were beginning programs for pre-school visually impaired children. In many areas of the country, no programs exist for visually impaired children. However, in states where the law does not require service to this age handicap, people are reluctant to jump into comprehensive service.

Two large cities, Sacramento, California and Cleveland, Ohio, requested total assistance by Project Outreach to identify children, locate an appropriate site, train teachers and monitor program development. The program developers in both cases are Societies for the Blind rather than public school systems. These groups are private agencies set-up to serve blind people. As public awareness grows about the need for early intervention, parents of blind children are seeking help early. Many of them contact the Societies, who in turn are trying to find help in program development. Project Outreach is in the process of providing that assistance. The staff is impressed with the amount of direct and indirect assistance needed to adequately transplant a program to another location.

Many programs are using components of the Infant Program for the Visually Impaired because of past or continuing contact with Project Outreach. A replication Questionnaire (Appendix B) was sent to all persons who have used Project Outreach material. Returns indicate that 24 groups have implemented one or more components of the of the Infant Program for the Visually Impaired. Through direct consultation, 14 other sites have incorporated components to their existing programs.

The most common form of replication continues to be "adaption" rather than adoption. A constant flow of letters, phone calls and personal questions are answered by the provision of materials, advice, or references to the source of further materials and aid. The staff sees this form of replication as a direct, person to person approach, and one which requires the greatest creativity and thorough knowledge of the field.

The program evaluator (see Evaluation Report, Appendix C) found that 2383 pieces of printed material and 63 copies of media have been distributed.

We will never know the results of the "ripple" effect of this operation.

In addition to replication, Project Outreach continued it's efforts in material production, media productions, Federal validation submission to JDRP and State Classification. A milestone in the production has been: the first draft of a Curriculum Process Guide. The Guide and the R.E.L.A. were submitted to the LINC Services for publishing. At this writing notification of acceptance has not been received. (See Appendix E)

As reported in 1977-78 Project Outreach was validated on June 30, 1978 by the State Department of Education. Later the State Department of Education classified Project Outreach as a model demonstration site, for the purpose of replication within the State of Michigan.
A $5,000 start-up grant was applied for and awarded by the State of Michigan for the purpose of producing a manual of procedures for replication. However, upon receiving the Conditions for Replication funding from the State Department of Education, the Ingham Intermediate School District decided on June 7, 1979 not to seek funding.

During 1978, the staff of Project Outreach consisted of a director, 100% & 75% Curriculum Developers and a 50% Media Producer and a secretary. Beginning in January 1979 staff was reduced as the director accepted a one-half year Sabbatical Leave. One Curriculum Developer assumed the position of director, while the other concentrated on the Curriculum Process Guide and continued data collection. Together they provided eleven workshops and thirteen consultancies. The media producer duplicated over 250 copies of Outreach media productions.

SERVICES TO CHILDREN

SERVICES TO CHILDREN

Project OUtreach is the informational extension of the Infant Program for Visually Impaired. The project, therefore, is not involved in the direct service and teaching of the children in the Model Demonstration Program. However, Outreach staff, through weekly observation, has an effect on the direct service and teaching of children. Input via curriculum development meetings, observations and sharing of ideas continues to be a positive influence for program improvement. Materials and media produced by Project Outreach are based on direct experience with the model program and staff and reviewed by Model Demonstration Program staff prior to dissemination. The materials are highly practical and useable because they are methods which work for teachers.

At the present, within the Model Demonstration Program, 15 children receive direct service:

Enrolled in the Center based program and receiving home teaching	8 children	(1 total blind 7 legal blind)
Of these children, those integrated into other programs, part-time	2 children	
Receiving home teaching only	7 children	
Total	15 children	
As of Fall, 1979, children leaving the program:		
Transfered to other Special Education Programs	1 child	
Entered regular public school programs	2 children	
Entered other special education nursery programs	3 children	
Total leaving	6 children	
Remaining in Program (1979-80)	9 Children	

Outreach staff members are often asked to travel within Michigan to serve as consultants to persons working with blind infants. One or two days are spent with child, parent(s) and special educators responsible for direct service, guiding the planning for the child's educational development. This direct service was extended to eight children this year.

PARENT/FAMILY PARTICIPATION

Parent/Family Activities

Promoting parent-family participation remains a primary concern and underlying premise of both Project Outreach and the Model Demonstration Program. Media and materials developed by Project Outreach continue to stress the importance of the parents' role in caring for and working with their visually handicapped children.

Parents are active participants in the assessment process and in the determination of goals for their children. Weekly home teaching continues to be an integral part of the infant and nursery programs and is the medium for constant interaction and communication between home and school.

Video taping and photographing children in their homes and at the nursery school continues with parental approval. Films, slides, pictures and videos are used by Project Outreach to continue to develop material and media for use by others. Parents are involved in the development, review and approval of all materials before they are made available for use by others.

More than 62 requests for materials by parents have been responded to by Project Outreach. Requests have been honored to professionals who wish to distribute materials to parents through their organization. This spring, the American Federation for the Blind commissioned several staff persons to produce a slide/tape for the parents of preschool blind children. They spent three days at the Demonstration Site photographing for the presentation. Several parents of visually impaired children were visited in their homes and their input will be included in the presentation. Because of their experience working with parents, Outreach staff was asked to serve as consultants to the American Federation for the Blind staff personnel.

Home teaching for preschool visually handicapped children is often the first step that agencies take as they develop programs for preschool visually handicapped children. Project Outreach has received many requests for assistance in the area of home teaching this year. According to the 1979 Questionnaire, 14 of the programs Project Outreach has assisted have either begun weekly home teaching of infants (5) or are utilizing some of our disseminated information in their infant home teaching program (9). Of those same programs, two reported that they had begun home teaching of preschoolers enrolled in a center program; nine programs are using Project Outreach in their home teaching program of enrolled preschoolers (See Appendix B, 1979 Questionnaire Results.)

Several presentations were made to parents. In March, a staff member talked about "Toys for the Visually Impaired Infant and Preschooler" to parents of handicapped children at Michigan Council for Exceptional Children in March. A parent of a child from the Infant Program assisted in the presentation, and displayed toys she and her husband had made for their totally blind daughter. Slides of toys which parents could purchase were also shown. This same presentation was later given at a monthly parent meeting of the Infant Program for Visually Impaired.

Last year, a separate parent group, called "Close Encounter, Inc.," was started for the express purpose of providing recreational opportunities for their children. Opportunities for skiing, swimming and horseback riding were made available to the children. This effort was begun, organized and carried out by the parents themselves. The staff of Project Outreach and the Infant Program for Visually Impaired lent support to this parent effort by volunteering their time. It was a good example of "reverse parent involvement." The staff of Project Outreach has continued to work with "Close Encounters, Inc." to discover additional ways to be of service to parents of visually impaired preschoolers.

Parent/family camping was initiated during the early years of the Infant Program. The cost was prohibitive until the school for the Blind offered us the use of Camp Tuhsmeheta. Several camping weekends were held last year and more are being planned. The children and families who were formerly part of the Infant Program were also invited to participate, thus providing many opportunities for sharing among parents of blind children of differing ages. Families of staff members from Project Outreach and from the Infant Program for Visually Impaired also took part in camping activities. Parent/family camping occured again this Spring. The opportunities for interaction between staff and the families of visually impaired children being served were many and invaluable.

The relationships which have developed over the years have been of mutual benefit to staff and parents. We have been able to be of assistance to families in many ways, both in our professional capacities and as friends. Interacting as parents and individuals outside of the classroom has resulted in new and deeper understanding of each other. Furthermore, because of our close association with parents, we regard them as special resources for presentations at workshops, material and media production, or as aides to other new parents of blind children.

PROGRESS REPORT

ASSESSMENT OF CHILD PROGRESS.

Assessment remains one of the most difficult areas of work with young visually impaired children. There is only one standardized instrument, the Maxfield-BuchholzScale of Social Maturity. The assessment yields information on a child's growth and develoment as compared to other blind children of the same age. Although the Maxfield has some limitations, it does provide some valuable information about the progress of individual children. The Maxfield and the Denver Developmental Screening Test are used as pre and post tests for the purpose of evaluating yearly child progress and verifying program effectiveness.

Longitudinal information on all children served by the Model Demonstration Project since its inception has been collected and placed in a computerized data bank. Throughout each year, information on children enrolled is coded onto a series of ource documents which provide a summary of that child's history and progress during the time of services. An information retrieval program permits immediate access to the data base and, in addition, interfaces with a statistical program which has the capability of performing a variety of analytical operations. The system has been used to analyze yearly gains of groups of children and of individual children. An analysis showing yearly social age scores on the Maxfield-Buchholz Scale of Social Maturity was compiled in a chart illustrating child process in the Infant Program for the Visually Impaired since its inception in 1972. (See Table 2) Five other service centers for blind children around the country have agreed to supply us with score sheets from their pre and post Maxfield's in order to build a larger data bank for future research (see Appendix B).

Project Outreach has developed an Individualized Educational Program for use with the Model Demonstration Project and/or programs desirous of adaptation or replication. THe IEP Model describes a process utilizing any assessment tool(s) to provide the basic information necessary to develop and implement Individualized Educational Programs for preschool visually handicapped children. This model can be used whether the child is attending a nursery school program , receiving home instruction, or placed in an integrated setting. (See Assessment Procedure- Diagram on page 3 of the Appendix).

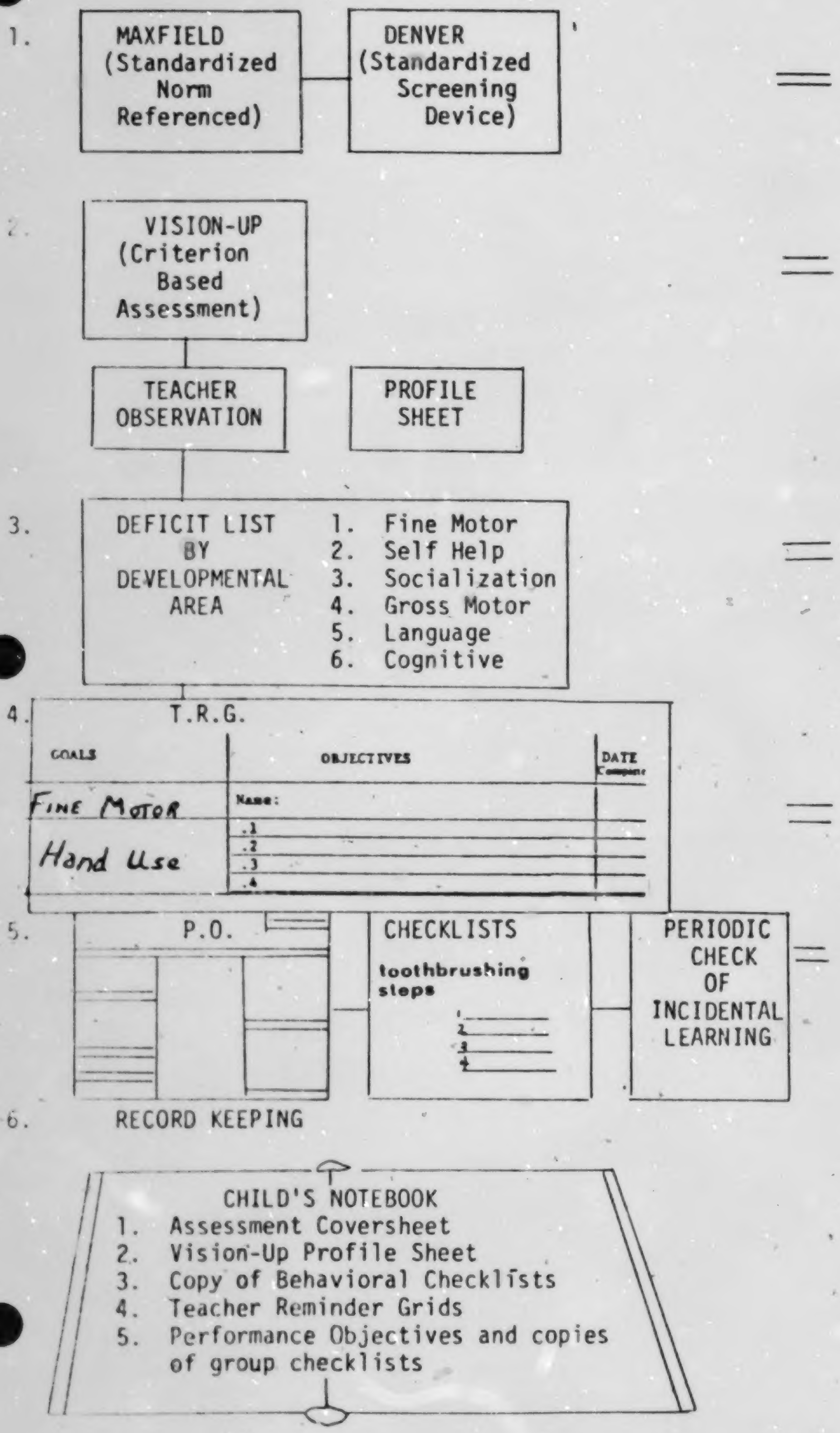
Individualized Educational Plans are effective to the extent that they are based on a detailed assessment of the individual child and implemented on this basis. For the purpose of program planning for children, we have adopted the use of the Vision-Up Curriculum developed by our colleagues in Idaho. The IEP Model is used in combination with the Vision-UP Assessment. This procedure gives the user a road map for yearly long and short term goals and can be used at the Individual Educational Plan (IEP) required by the federal government.

Inservice on Assessment and Record-Keeping is the element most frequently requested from outside service groups. Project Outreach has worked to simplify the system, to make the teacher's job easier, and to get the information in a more useable form. A video presentation, "A Day at the Nursery," is often used to demonstrate that precise individual child assessment and planning can be incorporated into a "child-centered" program.

The Receptive-Expressive Language Assessment (R.E.L.A.), developed by Project Outreach, continues to be in demand. The authors, both of whom have left the project have continued to present workshops on the use of the R.E.L.A. Feedback from the workshops have given them the basis for the third revision, which is now in progress. A goal of this funding year is to have the administration kit packaged and manufactured. The R.E.L.A. has been submitted to LINC (Market Linkage Project for Special Education, LINC Services, Inc.). We have honored requests for use of the R.E.L.A. kit and have provided over 600 manuals and protocols to others requesting information regarding the use of the R.E.L.A. so far this year. All 25 kits are being circulated on a loan basis. A mailing list is being developed of users who would like to purchase them as soon as they are available.

I.E.P. MODEL

ASSESSMENT PROCEDURE — **OUTCOMES**


1.
MAXFIELD (Standardized Norm Referenced)
DENVER (Standardized Screening Device)
2.
VISION-UP (Criterion Based Assessment)
TEACHER OBSERVATION
PROFILE SHEET
3.
DEFICIT LIST BY DEVELOPMENTAL AREA
1. Fine Motor
2. Self Help
3. Socialization
4. Gross Motor
5. Language
6. Cognitive
4.
T.R.G.
GOALS
OBJECTIVES
DATE Completed
FINE MOTOR
Hand Use
Name:
.1
.2
.3
.4
5.
P.O.
CHECKLISTS
toothbrushing steps
1
2
3
4
PERIODIC CHECK OF INCIDENTAL LEARNING
6.
RECORD KEEPING
CHILD'S NOTEBOOK
1. Assessment Coversheet
2. Vision-Up Profile Sheet
3. Copy of Behavioral Checklists
4. Teacher Reminder Grids
5. Performance Objectives and copies of group checklists

1. = Data on child progress for teacher(s) and funding agents for evidence of program effectiveness.

2. = A child progress assessment to use for individual planning

3. = A list of assessed items not accomplished to child's chronological age.

4. = Long-range goal statement arranged by developmental areas and by sub-areas for use in I.E.P.

5. = Short-range goal statement

6. Child records and planning in accessible form for teaching team

TABLE 2
MAXFIELD - BUCHHOLZ SCALE OF SOCIAL MATURITY: SOCIAL AGE
1972-1978

		PRETEST		POSTTEST		DIFFERENCE			
School Year	N	Mean	S.D.	Mean	S.D.	Mean	S.D.	t	Level of Significance
72 - 73	12	4.12	1.29	4.60	1.12	.49	.09	5.18	p <.005
73 - 74	10	4.17	1.07	4.55	.98	.38	.12	3.01	p <.01
74 - 75	7	3.81	.86	4.32	.89	.51	.15	3.3	p <.01
75 - 76	8	3.24	.74	4.24	.81	1.00	.10	9.7	p <.005
76 - 77	9	3.86	.90	4.67	.79	.81	.13	6.2	p <.005
77 - 78	9	3.67	1.28	4.33	1.39	.66	.10	6.8	p <.005
78 - 79	7	3.42	1.38	4.23	1.37	.82	.13	6.2	p <.005

INSERVICE TRAINING FOR PROJECT STAFF

Because of the diverse scope of Project Outreach, the staff has attended a variety of types of inservices. There was only one conference this year which dealt specifically with preschool visually impaired. The concept of least restrictive environment, the fact that many of the children are multiply-handicapped, and the necessity for working with both families and professionals from other specialized areas necessitate an interdisciplinary approach to inservice training.

Two staff members attended a workshop of the Perinatal Association of Michigan in October. Perinatal Association of Michigan membership is composed mainly of medical personnel involved with the care of newborn infants. Because this project is one of the first to service infants handicapped from birth, it is essential to establish ties and understanding with related professionals in the field of medicine.

One staff member attended a two day workshop of the Michigan Association for the Education of Young Children. She attended sessions dealing with "mainstreaming" handicapped youngsters and curriculum design. Although blind children are often overlooked in discussions of children with handicaps, some useful information was gleaned and conference participants were asked to remember our special children.

The coordinator of the Model Demonstration Project offered an inservice to the staff on the administration of the Denver Developmental Screening Test. The Maxfield-Buchholz was also examined and reviewed to insure that all staff members are being consistent in their use of the instrument.

A goal of the current year was to initiate procedures to make the RELA (Receptive-Expressive Language Assessment) and Curriculum Process Guide commercially available to potential users. Project Outreach's Media Producer attended a marketing conference sponsored by B.E.H. to facilitate commercial distribution of products funded by B.E.H. At the conference, the product production procedure was explained. Media, print and non-print, legal considerations, and field testing were topics considered in depth. Individual consultations and general and individual sessions furnished information which was later shared with Outreach Staff.

On April 3-6, Project Outreach professional staff attended the fifth International Seminar on Blind Preschool Children, Sun Valley, Idaho. The staff participated in the drafting of a resolution calling for the establishment of certification requirements and training programs for teachers in the area of education for the preschool blind and visually impaired. Donna Heiner and Carol Rottman presented a paper titled "Shadow and Substance", dealing with the need for more research on visually impaired preschoolers. The Seminar is a high-point of the year for Project Outreach Staff as it is composed of a group of selected, recognized authorities in the field. (See appendix)

Project supervisor Ken Woodring attended National E.E.E. (Council for Exceptional Children) in Dallas, Texas. At that time, he explored alternative dissemination methods which would enable personnel from other programs access to the media and materials developed by Project Outreach over the years of B.E.H. funding.

A great deal of the inservice training of the Model Demonstration Project staff is conducted through informal sessions between Project Outreach staff, the project evaluator, selected outside educators visiting and/or working with the program, and participation in the variety of inservice programs offered by the Special Education Department of the Ingham Intermediate School District.

The Project Outreach and Model Demonstration Project staff has grown professionally through learning how to analyze their own work, previewing literature and media in a variety of related disciplines, and exchanging information and materials among themselves and fellow professionals.

TRAINING FOR PERSONNEL FROM OTHER PROGRAMS & AGENCIES

On-site Training:

The project continues to serve as a training site for selected students from various teacher training programs offered through Michigan State University.

Providing information and assistance to teacher training institutions is an ongoing objective of the project. The lack of appropriate training sites across the country has resulted in many requests for observation. The Model Demonstration Project is extensively used by Michigan State University, Lansing Community College, and other teacher training institutions for observation purposes. It is the student teaching practicum and intern site for Michigan State University students who are training to work with visually handicapped preschoolers.

Training of this nature is badly needed because the universities providing course work in the area of vision have traditionally prepared students for teaching only the school age child. Outreach surveyed these institutions as to their provisions and found only a few who touched on early development within their course offerings. Michigan State University has initiated a combined program in vision and Early Childhood as a result of its association with the Infant Program for Visually Impaired. The first two student teachers from that program worked full time at the preschool for their term of special education teaching. In addition to regular student teaching activities, Project Outreach staff spent one afternoon a week with each student teacher. This time was spent in in-depth discussion of method and techniques for teaching visually impaired preschoolers. In addition, both student teachers actively participated in the development of the Curriculum Process Guide.

The staff members are asked to lecture at Michigan State University as part of the course work for all students in vision education. Each term, a staff member provides a lecture to the class on Provisions for Visually Impaired. Another staff member lectures to students in the Procedures for Visually Impaired whenever the course is offered. During these presentations, videos are also viewed and discussed and handout materials shared with the class. Since the BEH funding for Project Outreach is ending, copies of all media productions and handout materials were sent to the Instructional Materials Center at MSU. Recently, a proposal was made to offer a course within the curriculum which would link the two fields of early childhood and vision using the Infant Blind Preschool materials and media for the basis of the course.

In addition to comprehensive teacher training and formal lectures, Project Outreach has encouraged students to elect to take practicum assignments at the Model Demonstration Program. This year, two Michigan State University students were assigned to the preschool for their practicum experience.

We have received requests from many teacher training institutions for materials to use in their courses. There have been 45 requests for materials from other teacher training institutions. One staff member,now on leave, is providing training in preschool education of the blind for a staff member from San Francisco State University. This training will be incorporated into San Francisco State's teacher training program next fall.

Teacher Training:

Last year a Project Outreach staff member, Carol Rottman, conducted a class at Calvin College for special education students. The class focused on the preschool handicapped child. This one-month, intensive course, the first of its kind locally, offered students the preschool dimension of education for the handicapped through program visitations, observations, lectures, as well as films and written material collected or developed by Project Outreach. The course outline and materials have served as a resource for inservice presentations during this present year. Due to staff changes, the course could not be offered this year. Next year, it will again be conducted by Carol Rottman, who will incorporate much of what we have learned into her presentations.

Inservice Training:

During this last year of funding, the focus of Project Outreach was directed toward replication/adaptation. Awareness presentations were conducted with potential sites and personnel given an overview of the philosophical orientation and methods of the Model Demonstration Project.

With each of the two firm replication sites, Outreach staff met with the potential teaching staff. Because there are no college preparation programs for teachers of the preschool visually impaired, both of the teachers required extensive information not only about the Model Project, but also about how best to provide effective intervention. The replication sites with whom we are working hope to send their teachers to the preschool for training prior to beginning their center based program.

The Curriculum Process Guide, now in rough draft form, is comprehensive in design. Sections of it can be used for pre-service and inservice training for teachers of the preschool visually impaired. (see Inservice Training Log.

DEMONSTRATION, DISSEMINATION AND REPLICATION

The demonstration and dissemination and replication activities of Project Outreach take many forms. The MOdel Demonstration Project provides a constant observation and training site for persons working and/or involved with preschool visually handicapped children. Materials developed are based on methods used at the preschool and are sometimes written by the teachers. Requests for materials and media developed by the project are honored. Inservice workshops, program and personal consultations are provided upon request, and information concerning visually handicapped infants, preschool children and their needs are readily shared with all who request it.

Within Project Outreach, the three areas of demonstration, dissemination and replication are seen as levels of the total process of providing assistance to others providing service to visually impaired preschoolers. There are three levels of aid:

1. Response to written or phone requests with materials, media and/or personal advice,
2. Consultant help to persons or programs who are trying to improve their service model by adding one or more components of the Infant Program for Visually Impaired, and
3. Total replication of the model in another location.

The project staff accurately predicted that the marjority of the replication efforts would be at the first or second level. However, two groups have approached us for assistance in total replication. This effort will require a major committment of time from which we hope to understand the amount of technical assistance needed to recreate a program which matches the Model Demonstration Program in quality of service. Replication of this type will take a minimum of two years to be done well. For both of the total replication sites, awareness conferences have been held. Outreach staff has consulted with site personnel concerning funding, site selection, and staff qualifications. Cleveland and Sacramento plan to initiate services in the fall of 1979. Project staff will continue to provide technical assistance at that time under the auspices of the newly incorporated International Institute for Visually Impaired, 0-7, Inc.

Five major replication inservices were held in 1979.

LOCATION	DATES	PURPOSE
Cleveland, Ohio	February 15, 16, 1979	Replication Awareness
Sacramento, California	March 5 & 6, 1979	Replication Training
Springfield, Missouri	April 12	Awareness/Infant Home Teaching Awareness
Laramie, Wyoming	May 3 & 4, 1979	Awareness
San Antonio, Texas	May 31, June1, 1979	Replication Awareness

A replication questionnaire was devised and sent to programs who have received our materials and/or direct consultant help (See appendix C). From this questionnarie, we were able to assess the influence Project OUtreach has had on other programs. (See 1979 Replication Survey). There is ongoing consultation with 14 groups who are adopting one or more components of Project Outreach.

The budget for Project Outreach was revised in January, 1979, transferring an excess in personnel funds to the operational budget. A number of requests for replication were then honored for the balance of the year.

COORDINATION WITH OTHER AGENCIES

Project Outreach has been increasingly involved in coordination with local, state and national agencies for the benefit of visually handicapped preschoolers. Materials from this project have been requested, received and used by every state department of education within the United States. A number of private agencies of both local and national scope have received assistance in the form of consultations and/or materials. Many have also received materials for disseminatin to others from this project. The project has served as a field-testing and review agency for materials and ideas which other agencies develop or are considering for development for the benefit of preschool visually handicapped children.

Coordination with other agencies and projects in the field of early education for the handicapped has been considered essential by Project Outreach. As this project focuses on meeting the needs of and supports the development of services and materials for a very low-incidence handicapped population, Project OUtreach has taken the initiative in contacting and setting up working relations with other projects throughout the country. These coordinated efforts with other projects may take many avenues: 1) to give input into and support for development of materials by other projects; 2) to realign Project OUtreach priorities to avoid duplication of effort; 3) to test and utilize appropriate materials and methods developed by other projects; and 4) to facilitate the communication between projects.

We have worked closely with the largest agency for the blind, American Foundation for the Blind, in New York, since the first International Seminar held here in 1975. The close cooperation has benefitted the field by an increased emphasis on infants and preschoolers in the Journal of Visual Impairment and Blindness, the convening of the North American Conference on Preschool Blind in Minneapolis, in 1978, the subsequent planning of three regional conferences by American Foundation for the Blind in 1979, and the proposed hiring of a preschool coordinator for the Foundation. Sherry Raynor, while on sabbatical from Project Outreach, participated in the three AFB regional conferences and I was asked to give the kick-off speech for each. In addition, she was a member of the committee asked to write a job description and qualifications for the proposed AFB preschool coordinator. Project Staff aided and consulted with AFB staff in the development of a slide-tape for parents of preschool visually impaired children.

The Outreach staff members were selected to be members of the Ad Hoc Committee on Care Competencies for Teachers (Mainstreaming Consortium). This committee, representing a consortium of teacher training projects, was formed following an invitation by Ted Beck, Supervisor Development and Training Program, and Arselia S. Ensign, Coordinator of Training, Special Education Services, to meet on August 1, 1978 in Lansing. Arselia Ensign presented the committee with a charge given to Special Education Services by Dr. John Porter.

Partial List of Agencies serving the Blind with whom Project Outreach has Coordinated Activities:

A. Nationwide

1. American Foundation for the Blind- Project Outreach consulted on the development fo a slide-tape being developed for parents of blind children.
2. American Printing House for the Blind
3. Michigan School for the Blind - Citizens Advisory Committee
4. Participants at the 5th International Seminar all represent agencies for the blind. (A list of attendees is on page 4 of the Appendix.)
5. Project Vision-Up - Idaho

6. OR Project - Oregon
7. Project ForeSight - Texas
8. Virginia Commission for the Blind
9. Canadia National Institute for the Blind
10. Royal National Institute for the Blind
11. Ontario School for the Blind
12. Iowa Commission for the Blind
13. Toledo Society for the Blind
14. Cleveland Society for the Blind
15. Sand Francisco Lighthouse
16. Sacramento Society for the Blind

B. Statewide

1. Michigan Department of Education - Ad Hoc Committee on Care Competencies for Teachers
2. Michigan Intermediate School Districts - Call for materials or consultations for visually handicapped children found within their district.

C. Local

1. Advisory Council for Project Outreach - Meetings were held to review project goals, report new avenues of service, and show new media productions. A year-end meeting was held to review the past and announce close-out plans.
2. Ingham Intermediate School Board Staff members presented an overview and project end report.
3. Lansing Braille Volunteers - a presentation was given which explained how Project Outreach and the Infant Program for Visually Impaired had utilized volunteers.

A complete list of contacts with other state and federally funded agencies appears in Log IV of the Evaluation Design. A project such as this one cannot operate in a vacuum and relies on close association with all agencies for the blind (nationally and internationally), universities who train teachers for the field, State Department of Education in Michigan and other preschools for handicapped children or preschools for sighted children which offer integration possibilities.

Numerous social agencies are contacted whenever coordination could be of benefit to either agency or its clients.

CONTINUATION AND REPLICATION

Materials and Media:

During the three years of Outreach funding, the work scope of Project Outreach for the Infant Program for Visually Impaired focused on the development of media and materials to assist others who were beginning or improving programs to serve visually handicapped preschool children and their parents. During that funding period, 1975-78, replication and adaptation of this project was not seen as an appropriate major objective due to the lack of materials available in this field. Sufficient appropriate materials were not readily available for use in providing inservice for teachers or for use by teachers and/or parents with children. Although this project's efforts have made a major contribution through its media/materials development efforts, the need for sufficient materials continues to be a major concern.

Many materials and media, including the booklets, "Get a Wiggle On" and "Move It," have been produced by Project Outreach during the previous funding cycle. All materials are available to others upon request and are being widely used. The many requests received point out the great need for resources which can be used in providing inservice for teachers or in working with parents.

In this year, all materials and media developed are part of the replication and adaptation process. The staff has been involved in the creation of a complete curriculum process guide for use by others seeking to replicate any or all of the components of the Infant Program for Visually Impaired. Existing material was reviewed and revised for inclusion in the guide. New materials were written and reviewed by the Model Demonstration Program staff. A rough draft has been completed. Therefore, the main focus of this year was the process model and associated film media which will aid the staff in inservice training of others serving young visually impaired children. A complete list of the products in production appears on Log.

In connection with her work with Head Start, one staff member agreed to collaborate on writing a book for the Head STart series on "Mainstreaming Preschoolers." PUblished this fall, "Mainstreaming Preschoolers: CHildren with Visual Handicaps" is an excellent guide for facilitating integration. Many children who have been enrolled in the Infant Program for Visually Impaired are pictured in the book. Families who gave permission to include pictures received a complimentary copy. An article on the stimulation of "hand use" in young blind children, written by a staff member, appeared in the February issue of the National Newspatch.

Since last spring, our informational retrieval system has been demonstrated several times to Michigan State University faculty. The system was used to illustrate a retrieval process which permits maximum flexibility of selected criteria and data element expansion. The system was designed specifically for our program.

Because of the parameters of funding cycles and the nature of requests from other programs working with visually handicapped children and parents, last year the project brought closure to its efforts in developing materials and media for teacher training, program development, and improvement purposes. During this funding period, the focus of Project Outreach was directed toward the planning for and the implementation of a Technical Assistance Program for the development and support of replication and/or adaptation site programs. The following summarize the requests for Project Outreach materials, as well as an indication of areas in which materials are still needed.

Materials and media developed, completed or refined during this funding perios are listed on Logs.

The use of materials and media is nationwide and international. Materials have gone to all 50 states and 13 foreign countries. "Get a Wiggle On" has been translated into Spanish and Hebrew and also requested for translation into French, Norwegian, and German.

Printed materials distributed to date total over 30,000. Our video presentations have been viewed by over 4,000 people at workshops and have been requested for loan or copy by over 300 people or agencies.

Evaluation:

Project Outreach has contracted for the services of an outside evaluator for the past three years. The purpose of this service has been to assist the Project Outreach staff with: 1) developing a project evaluation design; 2) monitoring of project objectives; and 3) preparing and applying for state and federal validation of the project.

The evaluation design of the project relies upon detailed activity records and logs kept by Project Outreach and the Model Demonstration Project staffs. Conferences and workshops presented by Project Outreach were evaluated by attendees. The evaluator's reports, the activity records and logs, and the conference attendees' responses are all used for continual program evaluation.

The evaluator's report indicates that Project Outreach has satisfactorily completed the project objectives. (See Evaluation Report)

Dr. Harry Groulx, the project's outside evaluator, attended the year-end Project Outreach Advisory Council Meeting. He presented a brief report on the validation procedure and discussed the project from the viewpoint of an outside evaluator. Internal evaluation continues as Project Outreach strives to better meet the needs of people requesting assistance. The project was validated by the Michigan Department of Education on June 30, 1978.

An abstract was prepared for possible submission by Project Outreach to the Joint Dissemination Review Panel for Federal Validation. The project's grants officer at B.E.H. did not nominate the project for J.D.R.P. validation.

Project Outreach's inability to prove the beneficial effects of a program which is highly regarded, nationally and internationally, has implications for all programs concerned with early education of the handicapped. It is doubtful that any early intervention program, especially one providing an individualized program for low-incidence, multiply handicapped children from birth will be able to meet the rigorous standards of a panel set up to evaluate education programs which yield themselves to a classic research design.

Continution and Replication of the Model Demonstration Project:

The Model Demonstration Project, as funded by the Bureau of Education for the Handicapped during the 1972-75 school years, continues to operate. This program is administered and operated by the Ingham Intermediate School District and continues with the same child/staff ration, weekly home teaching, center-based program, parent involvement activities and integration possibilities for all the children. The change in the physical location of the nursery school from the remodeled rooms at the MIchigan School for the Blind to the classrooms at Walnut Street School was considered a necessity. Rennovations of the new site to make it "home-like" are proceeded slowly. Exploration continues for an alternate permanent location for the 1979-80 school year.

With the end of BEH funding, Project OUtreach will no longer be able to provide consultation to the Model Demonstration Project Staff. The interaction between Project Outreach staff and that of the Model was one of the factors influencing the high quality of the program.

As part of its year-end goals, Project Outreach has requested to the Ingham

Intermediate School District that:

1. the Model Demonstration Project continue to meet the standards under which it was validated by the State of Michigan.

2. The Ingham Intermediate School District will improve the setting of the Model.

3. The Ingham Intermediate School District will retain the components of its "model" status.

Project Outreach Close-Out Activities.

To insure tht the materials and media produced by Project Outreach during its years of B.E.H. funding continue to be available to others, a letter was sent to all persons on the mailing list. The following arrangements have been made for distribution:

1. Parent Books - "Get a Wiggle on" and "Move It" are available through APPHER Publication-Sales, 1201 16th Street, N.W., Washington, D.C. 20036. We hope every agency will continue to make these books free to parents.

2. R.E.L.A. and Curriculum Process Guide - (a book about developing comprehensive service to visually im paired children). Now residing with LINC (address ...) You will be notified by LINC when book and kits are available.

3. Media - all finished products will be available through ERIC: Handicapped Learner Distribution Center, % Duane Straub, Bloomington, IN.

4. Technical Assistance to parents, teachers, and programs available from: International Institute for Visually Impaired, 0-7, 1975 Rutgers Circle, East Lansing, MI 48823. Incorporators of the Institute are Donna Heiner, Carol Rottman and Sherry Raynor. The group is available for consultation, inservice presentations, and assistance on a contract basis.* Technical assistance for the R.E.L.A. is available from IIVI or directly from the author: Annette Smith, 408 Allen Place, Albion, MI 49224

A listing of close-out goals has been submitted to the Ingham Intermediate School District.

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* Note: The former professional staff of Project OUtreach will operate out of a non-profit corporation, the International Institute for Visually Impaired, Birth to Seven, Inc. beginning July 1, 1979. The Institute has been established for the purpose to promote, foster, encourage and develop activities and programs pertaining to preschool visually impaired children worldwide.

Close OUt Goals of the Staff of Project Outreach.

Goal 1: All products and materials will remain available and easily accessible to persons serving blind young children and their families.

Goal 2: The IPVI will meet the standards under which it was validated and classified by the State of Michigan.

Goal 3: The IPVI will remain available for observation and teacher training for the staff of IIVI, 0-7.

Goal 4: Material Development (both written and film) will continue by the IIVI staff for the purpose of meeting the unmet needs of persons serving visually impaired children and their parents.

Goal 5: Official records of Project Outreach will be on file with IISD- others will be destroyed.

APPENDIX

A. Data Collection Summary

B. Questionnaire

C. Evaluation Design & Summary

D. Letter of Explanation of Validation

E. Letters of Support

APPENDIX A

DATA COLLECTION SUMMARY

PROGRESS REPORT

DATA COLLECTION SUMMARY: 1978-79 UPDATE

During the 1977-78 school year, information on all children served by the Model Demonstration Project since its inception in September of 1972 was collected and placed on a series of source documents. By the spring of 1979, the number of children included in the data base totaled 64. This is the largest compilation of retrievable longitudinal and test information existing on visually impaired preschoolers in the United States. Inquiries have already been made about the possibility of expanding the base. Several programs have indicated willingness to contribute data.

Information Retrieval System. Because of the great number of variables included in the data base, the development of an information retrieval system was necessary in order to utilize any of the statistical programs. The system, which has been in place since last year, has proven to be flexible both in terms of file maintenance and of data element expansion. Access to the data is immediate. Data can be attained on the population in a number of different ways, including individual student, by year, and by source document type. Source documents include the following:

a. A general summary sheet
b. A yearly summary sheet for each year the child was served.
c. Test data sheets (pre- and post-).
d. Item analysis sheets.
e. Yearly inventory sheets.

Statistical Capabilities. Initially, the retrieval system was designed to feed into SPSS (Statistical Package for the Social Sciences). SPSS is a statistical package which is in use at most educational installations which have computer capabilities.

Subsequent data analysis revealed that SPSS was inadequate for use with our population for the following reasons:

1. We were concerned with a total, not a sample population.
2. Our groups were both small and heterogeneous.
3. A high degree of correlation existed between pre and post test scores.

To supplement SPSS, additional programs were designed to meet our specific requirements. These programs were used to analyze pre and post test results for each of the years of program development. The most useful of these added programs involved graphic representations of child and group gains. This technique has simplified explanations to individuals who are unfamiliar with statistical interpretation, but are interested in the results of the statistical analysis.

By means of the graphic representation, it is possible to compare each child, pre and post to the mean and standard deviation of a selected group. In April, 1979, the entire system and statistical output was presented at the 5th International Seminar for Preschool Blind in Sun Valley, Idaho. A number of the participants have expressed their interest in utilizing such a system.

Even at this early stage of developme[illegible] the child information and the systems now in place, represent the beginning of a normative base of knowledge about visually impaired preschoolers. Patterns of development of selected groups of children can be described in terms of specific developmental skills. Individual children who display atypical patterns can be described in terms of several variables. It is efforts such as this which will eventually help us to determine the nature of the intervention which will enable visually impaired preschoolers to reach their fullest potential.

```
 78 - 79 MAXFIELD                     T - TEST
XIBAR=   3.417 S1=   1.37962 X2BAR=   4.233 S2=   1.36789
DBAR=    .81571 SD=    .13051 N=     7
  T =   6.25024
MAXIMUM VALUE =     5.8100
    63                          .           :   *      .
    29                          .           :          . *
    39                  *       .           :          .
    38                         *.           :          .
    28                          .           :          .  *
    23                          .           : *        .
    36                          .       *   :          .
MAXIMUM VALUE =     5.8100
   63                                 .           :       *   .
   29                                 .           :           .*
   39                        *        .           :           .
   38                                 . *         :           .
   28                                 .           :           . *
   23                                 .        *  :           .
   36                                 .          *:           .
   63       D =       1.280
   29       D =        .680
   39       D =        .630
   38       D =       1.110
   28       D =        .680
   23       D =        .280
   36       D =       1.050
    STOP
      .074 CP SECONDS EXECUTION TIME
```

APPENDIX B

QUESTIONNAIRE

PROGRAM INFORMATION

1. Program Name:

2. Program Address:

3. Program Description:

4. Number of preschool children presently serving:

Preschool children receiving home teaching only:

Preschool children enrolled in center-based program:

5. Person completing questionnaire:

Name:

Title:

Address:

Phone:

6. Contact with Project Outreach/Infant Program for the Visually Impaired: (Check any which apply)

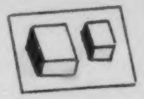
a. ____________ On-site visit to infant program

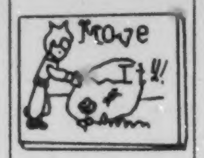
b. ____________ On-site visit to Project Outreach

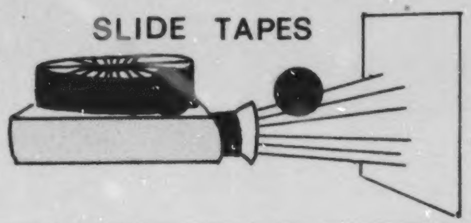
c. ____________ Inservice visit or consultation

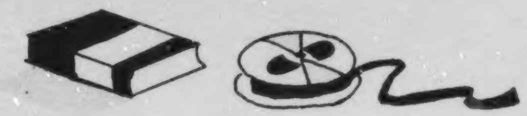
d. ____________ Workshop/class attendance

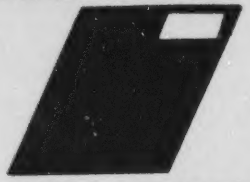
e. ____________ Received materials in mail











MATERIAL USE For each of the materials you have used, complete statements I-IV by choosing one or more options from the keys in the shaded areas.	R.E.L.A.			BOOKS			SLIDE TAPES									VIDEO TAPES										MATERIAL PACKETS				
	KIT	MANUAL	PROTOCOL	WORKBOOK	MOVE IT	GET A WIGGLE ON	MOTOR DEMONSTRATION	PARENTS ARE PARTNERS	HOME TEACHING OVERVIEW	ASPECTS OF LIFE ADJUSTMENT OF THE PHYSICALLY HANDICAPPED	SELF HELP: DAVID ON THE ROAD TO INDEPENDENCE	MOTOR PROGRAM OVERVIEW	INTRODUCTION TO THE R.E.L.A.	PROGRAM OVERVIEW	THE EGG	HOME TEACHING WITH LISA	PLAY	MORE ALIKE THAN DIFFERENT	A DAY AT THE NURSERY	R.E.L.A. DEMO	BRENT SETS THE TABLE	FIELD TRIPS	HOME TEACHING WITH ROBERT	HOME TEACHING WITH KEVIN	HOME TEACHING WITH MARY BETH	A. SELECTED BIBLIOGRAPHIES	B. MATERIALS FOR TEACHERS ABOUT HOME TEACHING	C. MATERIALS FOR TEACHERS OF INFANTS ABOUT NURSERY SCHOOL PROGRAMMING	D. MATERIALS FOR PARENTS	E. MAINSTREAMING OF BLIND OR OTHER HANDICAPPED CHILDREN
I. This product was used by:																														
KEY FOR I AND II **1. administrators** **2. special education teachers** **3. parents** **4. aides** **5. other educators** **6. general public** **7. students/children**																														
II. This product was used with:																														
III. This product was used as:																														
KEY FOR III **1. resource for teachers** **2. parent education** **3. community awareness** **4. other (please indicate)**																														
IV. We found this material to be:																														
KEY FOR IV **1. highly useful** **2. somewhat useful** **3. inappropriate for use**																														

In which areas of your program would you like further assistance from us or others? (Check any applicable areas. For any area checked, please specify what kind of assistance you require.)

a. _____ Parent Involvement:

b. _____ Home Teaching:

c. _____ Curriculum:

d. _____ Assessment:

e. _____ In-Service Training:

f. _____ Consultation on Individual Children:

g. _____ Writing Individualized Educational Plans:

h. _____ Other:

How would you rate the following areas in your program? (Circle one number for each item.)

		Improvement Needed	Adequate	Satisfactory
a.	parent involvement	1	2	3
b.	home teaching	1	2	3
c.	curriculum	1	2	3
d.	assessment	1	2	3
e.	in-service training	1	2	3
f.	consultation on individual children	1	2	3
g.	support services	1	2	3
h.	writing individualized educational plans	1	2	3
i.	other (i.e., support personnel available for resource and support knowledgable in the field of preschool visually impaired)	1	2	3

_____ We would like to borrow copies of your new media productions "Swimming" and "Skiing".

_____ We would like our own copies of your new media productions "Swimming" and "Skiing". We understand that these productions are available either on cassette or reel-to-reel and are approximately 9 minutes long each.

ADDRESS (Only if different than address in Program Information)

Thank you for your cooperation in completing this questionnaire.

February, 1979

Effects on Program

The Infant Program for Visually Impaired consists of several parts. We would like to know which of these components you are using or have found helpful in your work with children or parents. If applicable, check one statement in each group.

CHILD ASSESSMENT MODEL (Check one)

____ 1. We are using the results of our assessments to create individualized educational plans for children.

____ 2. We are using some parts of the child assessment model in our programming for individual children.

LIFE SKILL CURRICULUM (Check one)

____ 3. We have begun to focus on life learnings and self-help skills in our curriculum rather than on pre-academic skills.

____ 4. Although the focus on curriculum of our program has not changed, we have included some aspects of the life skill curriculum.

NURSERY SCHOOL SETTING (Check one)

____ 5. We have created a home-like environment as exists in the Infant Program for Visually Impaired.

____ 6. We are utilizing some aspects of a home-like environment in our preschool.

WEEKLY HOME TEACHING, INFANTS (Check one)

____ 7. We have begun weekly home teaching of infants.

____ 8. We have used some of the information from Project Outreach in our home teaching of infants.

WEEKLY HOME TEACHING, PRESCHOOLERS (Check one)

____ 9. We have begun weekly home teaching of children enrolled in our preschool.

____ 10. We have used some of the information from Project Outreach in our home teaching.

PARENT ACTIVITIES (Check one)

____ 11. We have added parent involvement activities to our program.

____ 12. We have used some of the information from Project Outreach in our parent involvement activities.

CONSULTANT SERVICES (Check one)

____ 13. We have begun weekly consultant services with visually imparied children enrolled in regular public or private nursery school programs.

____ 14. We have used some of the information from Project Outreach in our weekly consultant services with visually impaired children enrolled in regular public or private nursery school programs.

R.E.L.A. (Check one)

____ 15. We are using the Receptive Expressive Language Assessment (R.E.L.A.) as a yearly language assessment in our program.

____ 16. We are using the R.E.L.A. as a language assessment for some of the children in our program.

Replication/ Adaptation Evaluation/ 1979 Questionnaire

In March, 1979, a replication questionnaire was sent to programs (serving visually impaired preschoolers) which had recently received assistance from Project Outreach. The purpose of this mailing was to facilitate evaluation of our initial replication/adaptation activities and to provide a basis for later efforts. A second follow-up mailing was planned for the next funding year.

Total replication is a process which occurs only when no program serving visually impaired preschoolers has previously existed in a given area. In Michigan, service from birth is mandatory. In many other states, some type of service is provided. For both of these cases, the primary need is not to begin service, but to upgrade the service which is being provided. One method of accomplishing this is to incorporate an applicaple "Component" from another program. The 1979 questionnaire was designed to measure "Component Replication/ Adaptation".

The 187 responses represented programs which were serving 4,435 preschool children. Respondents had had many different forms of contact with Project Outreach/Infant Program for the Visually Impaired. See Table I.

Program representatives were directed to indicate which of the components of the Infant Program for Visually Impaired had had an effect on their program and if they were utilizing the component as it existed in the Infant Program (replication) or if they were adapting the component to meet their individual needs (adaptation). Only programs which had direct contact (i.e. workshop/class attendance, on-site visit to Infant Program for the Visually IMpaired, in-service visit or consultation, or on-site visit to Project Outreach) were included in the analysis.

PROGRAM FOR THE VISUALLY IMPAIRED

TABLE I

Type of Contact with Project Outreach/IPVI

% of Programs Responding	Type of Contact
82%	Received materials in mail
14%	Workshop/class attendance
9%	On-site visit to Infant Program for the Visually Impaired.
7%	In service-visit or consultation
5%	On-site visit to Project Outreach
2%	Other
Total = 120%	

(Programs could check more than one option)

REPLICATION/ADAPTATION QUESTIONNAIRE RESULTS

TABLE II

Programs Indicating Component Replication

Number of Programs	Component
5	Child assessment model
5	Weekly home teaching, infants
4	Life skill curriculum
4	Consultant services
2	Weekly home teaching, preschoolers.
2	Parent Activities
2	R.E.L.A.
0	Home-like environment

Total = 24 (Programs could replicate more than one component)

TABLE III

PROGRAMS INDICATING COMPONENT ADAPTATION

Number of Programs	Componet
10	Parent activities
9	Weekly home teaching, preschoolers
9	Weekly home teaching, infants
9	Nursery school setting
5	Consultant services
4	Life skills curriculum
3	Child assessment model
3	R.E.L.A.

Total = 52. (Programs could adapt more than one component)

According to the survey results, the 17 programs that have direct contact with Project Outreach staff reported replication of 24 components and adaptation of 52 components. A total of 76 components were either replicated or adapted, indicating the magnitude of the effect that Project Outreach/Infant Program for Visually Impaired has had on the programs it has aided.

The data clearly indicates that component replication/adaptation is a viable alternative to total replication/adaptation, Project Outreach has had a definite impact on visually impaired preschoolers throughout the United States and Canada. These children are being served in different ways depending on state preprimary rules and regulation and on the local services available. The utilization component in the replication/adaptation process is one method by which programs of recognized quality can meet the needs of children being served in other localities, regardless of the type or organization of that particular service.

APPENDIX C

EVALUATION DESIGN & SUMMARY

ANNUAL EVALUATION REPORT

1978 - 79

PROJECT OUTREACH
FOR THE
INFANT PROGRAM FOR THE VISUALLY IMPAIRED

A MODEL DEMONSTRATION PROJECT
HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAM

Dr. David L. Haarer
Assistant Superintendent for Special Education

Carol Rottman
Project Director

Ingham Intermediate School District
2630 West Howell Road
Mason, Michigan 48854

Dr. Harry J. Groulx, Evaluator
Menominee, Michigan

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Implications for Further Study 19

Exhibits

ANNUAL EVALUATION REPORT

1978 - 79

Throughout its years of funding, the major goal of Project Outreach/Infant Program for Visually Impaired has always been "To assist the Bureau of Education for the Handicapped in its goal of providing help to all children with handicaps by 1980". This assistance has taken a variety of forms, depending on the stated needs of those requesting. The project was validated by the State of Michigan in 1978 indicating that the state recognized the value and quality of the project's contributions.

In spite of reduced funding and several staffing changes, the project has continued to maintain the high standard of accomplishment which has been evident in the past.

The interim project director, Carol Rottman, is to be commended for her planning and organizational skills in developing strategies to utilize the resources - staff, time, and money - to maximize the achievement of the project's objectives.

The analysis of the logs, data, and interviews with the staff indicated that this project is still a major source of materials, information, and consultant services across the nation as well as some foreign countries for the visually impaired/blind preschool children.

During its first three years of funding, Project Outreach was widely used as a source of consultant help for program development or improvement nation wide. When personal visits were impossible, the group needing help was sent materials and/or written advice. This year the Bureau requested that the project develop a means for replication for adoption/ adaption. The staff continued full consultation service as well as forging into the area of replication.

During the 1978-79 school year, the focus of Project Outreach efforts were broadened to include developing procedures for the initiating the replication/adaptation process. Cooperative efforts with the Model Demonstration Project furthered the development of materials for use by replicating or adapting programs. Weekly curriculum meetings were attended by both staffs. The relocation of the Model Demonstration Program from the "home-like" environment at the Michigan School for The Blind to traditional classrooms in a school building helped the staff to further define the concept of "home-like" environment and to devise procedures for creating such an environment in a variety of settings.

In order to assess the impact of Project Outreach methods and materials, a questionnaire was sent to persons who had recently had contact with Project Outreach. Total replication may be inappropriate for already existing programs, however, replication or adaptation of selected components is one method by which programs can continue to improve their service to visually impaired preschoolers. The 1979 Questionnaire revealed that a number of programs have utilized replicable and/or adaptable components of Project Outreach/Infant Program for visually impaired.

Six Product Objectives were developed to measure the success of this year's activities. The objectives were:

Product Objective 1.0: To develop procedures for replication/adaption of the Infant Program for Visually Impaired.

Product Objective 2.0: Collect/revise/write materials to be used in replication/adoption activities for visually handicapped preschool children, their parents, and teachers.

Product Objective 3.0: Identify collected/revised/written media and materials from Product Objective 2 which are appropriate for use for totally blind preschool children, their parents, and teachers.

Product Objective 4.0: Continue activities with others that contribute to servicing preschool blind and visually impaired children.

Product Objective 5.0: Evaluate progress of children at the Model Demonstration Project.

Product Objective 6.0: Promote public awareness as to the need for services and the availability of services for visually handicapped preschool children.

The results of these objectives will be reported in sequence. A section title "Spin-Offs" will report observations and results not originally included in the evaluation design.

Examples of various logs used to record and collect data are presented in the exhibit section.

A copy of the evaluation design which includes the product and process objectives is also in the exhibit section (ex.1).

Product Objective 1.0: To develop procedures for replication/adaption of the Infant Program for Visually Impaired.

Process used to accomplish objective:

1. To develop formative activities for replication/adaption of the Infant Program for Visually Impaired.
2. To select follow-up activities to match replication/adaption requests.
3. To provide assistance toward replication/adaption.

Data analysis:

The logs: Secretary's log which records materials mailed; logs of consultant's replication efforts, log of awareness inservice; and log of technical assistance for total replication were analyzed along with other staff activities to determine the level of success as established for "criterion for success".

Results:

A replication brochure, "Steps to Replication" was distributed to potential replication/adaptation sites. This brochure attractively packaged in a usuable format, describes the components of the Infant Program for Visually Impaired and the steps to replication to be followed by potential sites. Eighteen awareness inservice presentations were conducted. Forty-three consultant contacts were made in relation to possible replication. 2383 pieces of material were distributed, sixty-three requests for video material were honored. The awareness and follow-up activities were adequate in light of the time and resources available. The staff developed a training and technical assistance format (ex.2). A technical assistance agreement for the Sacramento Society for the Blind, California, has been completed. The preliminary technical assistance agreement for the Cleveland Society for the Blind, Ohio, is under way. The content of each technical assistance agreement is negotiated individually depending on the needs of that site.

Procedures for providing consultant help, printed or video material, on-site visitations, and workshops had been developed during previous years. These procedures were further refined to allow the staff to meet as many of such requests as possible. A number of these contacts resulted in component replication/adaptation of the Infant Program for Visually Impaired.

The project has developed procedures for replication/adaption of the Infant Program for Visually Impaired. The Objective was achieved.

Spin - Offs:

The "Steps to Replication" could be used as a model by any agency wanting to replicate or adapt a project.

In states where no binding educational mandate existed for the education of young blind children, Societies for the Blind have responded to the needs of parents and children. The project staff has encouraged societies to fill the need in their areas and at the same time to cooperate with local educational units.

The project staff has had contact with persons in all the states in the United States. These contacts enabled the staff to observe a nation-wide disparity of service. Because of the low incidence of blindness and inadequate procedures for the identification and reporting of visually impaired preschoolers, many such children are unserved during their formative years. Identified children are frequently served in inappropriate programs or by teachers who are neither trained in nor experienced with very young visually impaired children. Consultants who can respond to a variety of individual needs are greatly needed.

Product Objective 2.0: Collect/revise/write materials to be used in replication/adoption activities for visually handicapped preschool children, their parents, and teachers.

Process used to accomplish objective:

1. To actively search out and collect information/material relevant to the education of preschool visually handicapped children, their parents, and teachers.
2. Revise media and materials relevant to preschool visually handicapped education as needed.
3. Write/produce materials/media for use in replication.

Data analysis:

The logs were reviewed to determine the accuracy of revised materials lists. The material bibliographies are included in the Curriculum Process Guide by chapter, in order to easily locate when needed.

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Results:

The Curriculum Process Guide is a book length guide for teachers and program developers. It contains comprehensive information about blindness and early development, assessment and programing, mainstreaming, etc. The Curriculum Process Guide also contains material lists (including equipment sources) at the end of each section.

This product has been released to Market Linkage Project for Special Education (LINC) for publication. LINC facilitates the commercial distribution of products produced during funding by the Bureau of Education for the Handicapped (BEH).

An outline of this Curriculum Process Guide is in the exhibit section (#3). This fine piece of work is due primarily to the efforts of staff member, Donna Heiner. This guide should become a major source of information for persons responsible for meeting the needs of visually impaired preschool children.

This objective was achieved.

Spin - Offs:

The Curriculum Process Guide was the direct result of the staff's extensive exposure to the needs in the field. It should be noted that sections of the guide are the products or results of training sessions provided while working with educators at replication sites throughout the project's tenure.

The nursery school teachers from the Model Demonstration Site and two student teachers working in the infant program provided weekly peer review and resulted in the realistic sorting of these materials which will be used by beginning teachers and new programs.

The questionnaire, mentioned above, also gave the staff feedback regarding the use of the Project Outreach Materials. A large percentage of respondants asked for more information about other products and indicated their own materials need.

Product Objective 3.0: Identify collected/revised/ written media and materials from Product Objective 2 which are appropriate for use for totally blind preschool children, their parents, and teachers.

Process used to accomplish objective:

1. Staff will identify the materials and media that would be relevant for totally blind children, their parents, and teachers.
2. List of appropriate materials will be

prepared.

Data analysis:

The manner in which the staff selected and coded materials was discussed with staff. The materials were checked to see if a master list was compiled.

Results:

The materials that are relevant for use for totally blind preschool children, their parents, and teachers have been coded and are on file in the project office.

The objective was achieved.

Spin - Offs:

The project recognizes the need to write and produce materials for the totally blind child which in turn could be applicable to a wider audience. Materials prepared for sighted preschoolers are not easily adapted for the blind.

Product Objective 4.0: Continue activities with others that contribute to servicing preschool blind and visually impaired children.

Process used to accomplish objective:

1. Gain membership/participate on committees/task forces that focus on the education of preschool children with special needs

(includes conferences and workshops).

2. Establish/continue contact with agencies such as American Foundation for the Blind, First Chance Projects, and other regional, national, and international agencies working with visually handicapped preschool children.
3. Continue assistance to colleges and universities and other agencies that are training/preparing people to work with visually handicapped preschool children.

Data analysis:

The logs of staff were checked in relation to the participation and membership on committees and task forces. The contacts of staff with agencies working with visually handicapped preschool children were examined. The assistance provided to colleges and universities and other agencies that are training/preparing people to work with visually handicapped preschool children was examined.

Results:

Twenty-two activities were recorded that related to gaining membership/participating on committees/task forces that focus on the education of preschool children with special needs (included conferences and workshops).

The project staff on ten occassions established or continued contact with agencies such as American Foundation for the Blind, First Chance Projects, etc.

Six contacts of assistance were provided to colleges and universities and other agencies that are training/preparing people to work with visually handicapped preschool children.

The objective was achieved.

Spin - Offs:

The project staff's work with the Mainstreaming Consortium of the State Department of Education has emphasized the need for appropriate "mainstreaming" experiences for young visually impaired children. Their eventual placement in a regular public school is fast becoming the preferred option. The project has produced materials that can aid successful integration during the preschool years.

Materials on mainstreaming visually impaired preschoolers were given to an instructor at Michigan State University for integration in a course for regular teachers.

The staff submitted written testimony to the State of Michigan Department of Education on Proposed Interim Guidelines and the Responsibility of School Districts to Provide Preprimary Programs and Services to Handicapped Children. Testimony was given at a hearing in regard to preschool visually impaired children. The testimony was effective as a revision of the Interim Guidelines call for improved programs for visually impaired children.

The American Foundation for the Blind hosted a group to describe the qualifications for a preschool counselor. The motivation to get the American Federation for the Blind to provide the resource to preschool was a result of last year's National Conference on Preschool Blind.

The American Federation for the Blind commissioned several staff persons to produce a slide/tape for the parents of preschool blind children. They spent three days at the Demonstration Site photographing for the presentation; the Outreach staff served as consultants on the production.

A survey of all the known college and university programs in vision revealed that no specific program exists to train teachers to work with young visually impaired children.
A program at Michigan State University leads to dual certification in Early Childhood and Vision with the Infant Program for Visually Impaired providing the "on the job training" in order to

integrate the two fields.

Student teachers placed at the Infant Program for the Visually Impaired are also trained by Outreach staff. Replication efforts will be assisted by these student teachers taking positions in other service areas.

Product Objective 5.0: Evaluate progress of children at the Model Demonstration Project.

Process used to accomplish objective:

1. Collect pre and post test scores and other indices of program evaluation to determine effectiveness and/or gaps.
2. Analyze pre and post test scores and other indices of program evaluation to determine effectiveness.

Data analysis:

Pre and post test scores on the Maxfield-Buchholz Scale of Social Maturity and on the Denver Developmental were scored and collected for all children enrolled in the Infant Program for Visually Impaired. Data was coded and placed on source documents.

At the end of the 1978-79 school year, social age scores from the Maxfield-Buchholz for children in the center-based program were analyzed utilizing the statistical computer programs provided for the Project.

Results:

Child gains were statistically significant (.005 level of significance).

This objective was successfully accomplished.

Spin - Offs:

Information regarding the positive effects of early intervention and the gains achieved by children in the Infant Program for Visually Impaired has been shared with potential replicating programs.

This information has been utilized by them in obtaining funding for start-up programs.

The search for alternate assessments for this population revealed that no other appropriate, standardized assessments exist. Our concerns have been discussed with researchers and other professionals in the field.

The information retrieval system, designed to retrieve selected pieces of data, permits the utilization of standard statistical packages, such as SPSS. This system has been demonstrated to the International Rehabilitation and Special Education Network at Michigan State University.

Product Objective 6.0: Promote public awareness as to the need for services and the availability of services for visually handicapped preschool children.

Process used to accomplish objective:

Identify appropriate materials and activities for public awareness.

Data analysis:

The project staff's log of public awareness was reviewed. The materials and activities that were identified for public awareness were checked.

Results:

The project staff has identified materials and activities appropriate for public awareness.

The requests for public awareness were honored.

The objective was achieved.

Spin - Offs:

The project's efforts have had direct impact in England, Israel, and Mexico and indirect impact throughout many other areas of the world. Requests for information from the project have been met and several publications of the project have been translated into other languages. The creation of additional services and the upgrading of existing services in several countries is due in part to the activities of Project Outreach.

SUMMARY

The project is equipped to meet the needs in the field by means of replication. Complete replication of the Infant Program for the Visually Impaired is in process in two large cities. However, "adoption" of one or more components is the more common form of replication. Adoptation of program components and methods has occured in countless places where materials and media have been used.

1.0 Adoption of approximately 122 components (programs could adopt several of the 8 components) occurred in a number of locations.

2.0 In response to the needs in the field, the staff has produced appropriate materials to aid replication. The new product, Curriculum Process Guide, is in line for publication and distribution by LINC as well as the newly revised R.E.L.A.

These products will give testimony for a long time of the Ingham Intermediate School District and Project Outreach's leadership in providing significant resources for preschool visually handicapped children on a national and international basis.

3.0 All film media continues to be copied on request by persons using them. Materials written by others are added to a materials distribution file, used when appropriate to answer personal requests. This project writes and collects and distributes materials with a special emphasis on things suitable for the total blind child.

4.0 (contact) The project does not work in isolation but is in continual contact with general and special education at the State Level, other agencies serving the Blind and preschool children, plus colleges and universities who are preparing teachers who will enter the field. The Infant Program is a student teacher placement for Michigan State University Early Childhood-vision Majors.

5.0 Continuation of the nursery school demonstration site is essential not only for providing services, but also to assist in collecting data for longitudinal analysis of this type of intervention.

The statistical analysis of the student data indicates that the program is an effective delivery system to meet the needs for visually handicapped preschool children.

6.0 Last year, the documentary film, "More Alike Than Different" was produced. This public awareness film has been shown widely to groups, individuals and on public television.

It is the opinion of the evaluator that Project Outreach has successfully achieved the objectives as were established to measure the project's effectiveness.

Implications for Further Study

It is recommended by this evaluator, on the basis of the contact with the project for three years, that the following concerns be considered for future action:

1. There is a need for a longitudinal follow-up study to determine the success of the students who were in the program.
2. Adequate instruments for assessing the developmental progress and potential of preschool visually impaired children are not now available. Assessments designed for and normed on a sighted population do not give a realistic picture of a blind child's abilities since many items are visual in nature or basis. Educators need to be able to compare a visually impaired child with other visually impaired children of the same age.
3. The Maxfield - Bucholz Scale of Social Maturity is the only standardized instrument for the blind. This instrument has been in use since 1957 and is normed on a population not representative of today's visually impaired preschool population. It is the expressed opinion of educators of the visually handicapped preschoolers that present - day large group information based on the Maxfield - Buchholz would be a valuable tool for both research and programming purposes.
4. I support David Warren's, author of Blindness and Early Childhood Development, identification of our

areas where more answers are needed:

"1. In what ways is development the same in blind children and in sighted children and in what ways does development differ?

2. Where there are differences, what variables can be identified as producing or influencing the differences?

3. What procedures may be identified as producing optimal development, or minimizing developmental lag?

4. What are the possibilities for the remediation of developmental lag once it has occurred?

5. There is a need for one central agency to collect the pre and post data on various assessment instruments to assist in norming and to conduct research studies. An information retrieval system, such as Project Outreach has developed, is necessary to retrieve selected pieces of data from a bank of longitudinal and test information on a number of visually impaired preschoolers.

6. There is a need for some agency or society to attempt to coordinate activities and share information concerning preschool visually handicapped children both on a national and international basis.

Major Goal: To assist the Bureau of Education for the Handicapped in its goal of providing help to all children with handicaps by 1980.

Product Objective 1.0: To develop procedures for replication/adaptation of the Infant Program for Visually Impaired.

	DELIVERY SYSTEM	EVALUATION RESULTS
1. Individual(s) Project Staff 2. Behavior Develop 3. Object of Behavior Procedures for replication/adaptation of the Infant Program for Visually Impaired 4. Time Ongoing 5. Measurement Replication Procedures I Logs A-D 6. Criterion for Success 100% completion of procedures	1.1 Develop formative activities for replication/adaptation of IPVI. 1. Provide ongoing awareness of IPVI upon request. a. Mail materials b. Provide telephone consultation with programs using materials in program. c. Provide awareness inservice programs. 2. Engage in pre-replication planning (negotiation). a. Needs assessment of recipient. b. Compare needs to availability of personnel and materials. 1.2 To select follow-up activities to match replication/adaptation requests. 1. Provision of materials for adaptation. 2. Provide consultant assistance (phone or visit) for adoption of one or more components. 3. Provide technical assistance for total replication. a. Needs assessment (inservice/Preservice) b. Data collection c. evaluation 1.3 To provide replication assistance toward replication/adaptation. 1. Answer requests. 2. Provide consultant services. 3. Provide technical assistance.	Evaluation Schedule On-site monitoring by evaluator Data Analysis Analyze logs and results of activities as to success.

Process Objective 1.1: To develop formative activities for replication/adaptation of the Infant Program for Visually Impaired.

	DELIVERY SYSTEM	EVALUATION RESULTS
1. Individual(s) Project Staff	1. Provide ongoing awareness of IPVI upon request. a. Mail materials b. Provide telephone consultation with programs using materials in program. c. Provide awareness in-service programs. 2. Engage in pre-replication planning (negotiation). a. Needs assessment of recipient. b. Compare needs to availability of personnel and materials.	Evaluation Schedule On-site monitoring by evaluator
2. Behavior Develop		
3. Object of Behavior Formative activities		
4. Time Ongoing		
5. Measurement Log I; A, B, C		Data Analysis Analyze the results of the activities to determine level of success.
6. Criterion for Success Evidence of awareness activities at three levels.		

Process Objective 1.2: To select follow-up activities to match replication/adaptation requests.

	DELIVERY SYSTEM	EVALUATION RESULTS
1. Individual(s) Project Staff	1. Provision of materials for adaptation 2. Provide consultant assistance (phone or visit) for adoption of one or more components. 3. Provide technical assistance for total replication. a. Needs assessment (Inservice/Preservice) b. Data collection. c. Evaluation.	Evaluation Schedule On-site monitoring by evaluator.
2. Behavior Will select		
3. Object of Behavior Follow-up activities		
4. Time On-going		
5. Measurement Log I, A, B, D		Data Analysis Analyze log and the results of activities to determine level of success.
6. Criterion for Success 100%		

Process Objective 1.3: To provide assistance toward replication/adaptation.

	DELIVERY SYSTEM	EVALUATION RESULTS
1. Individual(s) Project Staff	1. Answer requests. 2. Provide consultant service. 3. Provide Technical assistance.	Evaluation Schedule On-site monitoring by evaluator.
2. Behavior will provide		
3. Object of Behavior assistance toward replication/adaptation		
4. Time On-going		
5. Measurement Logs A, B, D		Data Analysis Compare follow-up agreement to assistance provided.
6. Criterion for Success Assistance provided per follow-up agreement.		

Major Goal: To assist the Bureau of Education for the Handicapped in its goal of providing help to all children with handicaps by 1980.

Product Objective 2.0: Collect/revise/write materials to be used in replication/adoption activities for visually handicapped preschool children, their parents and teachers.

	DELIVERY SYSTEM	EVALUATION RESULTS
1. Individual(s) Project Staff	2.1 To actively search out and collect information/material relevant to the education of preschool visually handicapped children and their parents.	Evaluation Schedule Periodic monitoring by evaluator.
2. Behavior collect/revise/write	2.2 Revise existing materials as needed. 2.3 Write materials as needed.	
3. Object of Behavior Media, materials to be used in replication/adaptation activities for visually handicapped preschool children, their parents and teachers.		
4. Time Continuously		
5. Measurement Materials added		Data Analysis Analyze logs to determ accuracy of revised materials list.
6. Criterion for Success Revised annotated materials list.		

Process Objective 2.1: To actively search out and collect information/material relevant to the education of the preschool visually handicapped children, their parents and teachers.

	DELIVERY SYSTEM	EVALUATION RESULTS
1. Individual(s) Project Staff	1. Review literature, research, and make visitations. 2. Report on relevant findings.	Evaluation Schedule On-site monitoring of logs by evaluator
2. Behavior Actively search out and collect		
3. Object of Behavior Information/material		
4. Time Continuously		
5. Measurement Log II		Data Analysis Analyze log and annotated materials list
6. Criterion for Success Revised annotated materials list		

Process Objective 2.2: Revise media and materials relevant to preschool visually handicapped education as needed.

	DELIVERY SYSTEM	EVALUATION RESULTS
1. Individual(s) Project Staff	1. Identify needed revisions. 2. Revise	Evaluation Schedule On-site monitoring by evaluator
2. Behavior Revise		
3. Object of Behavior Media and materials for use by teachers, parents, administrators and in inservice training.		
4. Time Continously		
5. Measurement Log II (marked "R" for revision)		Data Analysis Examine logs in relatio to time-lines and mater developed.
6. Criterion for Success List of materials and media developed.		

Process Objective 2.3: Write/produce materials/media for use in replication/ adoption.

	DELIVERY SYSTEM	EVALUATION RESULTS
1. Individual(s) Project Staff	1. Determine what materials are most needed. 2. Hire consultant help as needed for production advice, editing, graphics, printing. 3. Produce first draft of needed materials.	Evaluation Schedule On-site monitoring by evaluator.
2. Behavior write/produce		
3. Object of Behavior material/media for use in replication		
4. Time On-going		
5. Measurement Log II		Data Analysis Examine logs in relatio to production time-line
6. Criterion for Success List of materials written/produced		

Major Goal: To assist the Bureau of Education for the Handicapped in its goal of providing help to all children with handicaps by 1980.

Product Objective 3.0: Identify collected/revised/written media and materials from Product Objective 2 which are appropriate for use for totally blind preschool children, their parents and teachers.

	DELIVERY SYSTEM	EVALUATION RESULTS
1. Individual(s) Project Staff	3.1 Staff will identify materials and services that would be relevant for totally blind children, their parents and teachers.	Evaluation Schedule On-site monitoring by evaluator.
2. Behavior Identify	3.2 List of appropriate materials will be prepared.	
3. Object of Behavior Media, materials and in-service activities for totally blind preschool children, their parents and teachers.		
4. Time Continuously		
5. Measurement Log III		Data Analysis Compare this log and lo developed for media an materials for visually handicapped preschool children (Product Obje 2.0) against the listi of materials and servi developed for totally
6. Criterion for Success Listing of appropriate materials for the blind.		

Process Objective 3.1: Staff will identify the materials and media that would be relevant for totally blind children, their parents and teachers.

	DELIVERY SYSTEM	EVALUATION RESULTS
1. Individual(s) Project Staff	1. Select a coding technique for these materials and services. 2. Apply criteria and identify the materials and services.	Evaluation Schedule On-site monitoring by evaluator.
2. Behavior Identify		
3. Object of Behavior Materials and media relevant for totally blind children, their parents and teachers.		
4. Time By end of year		
5. Measurement Log III		Data Analysis Check the process used with director to determine the "Criterion for Success"
6. Criterion for Success 100% completion		

Process Objective 3.2: List of appropriate materials will be prepared.

	DELIVERY SYSTEM	EVALUATION RESULTS
1. Individual(s) Project Staff	1. Select appropriate materials. 2. Prepare list.	Evaluation Schedule On-site monitoring by evaluator
2. Behavior List		
3. Object of Behavior Appropriate materials		
4. Time Continuously		
5. Measurement Log III		Data Analysis Appropriate materials listed.
6. Criterion for Success Listing of appropriate materials for the blind.		

Major Goal: To assist the Bureau of Education for the Handicapped in its goal of providing help to all children with handicaps by 1980.

Product Objective 4.0: Continue activities with others that contribute to servicing preschool blind and visually impaired children.

	DELIVERY SYSTEM	EVALUATION RESULTS
1. Individual(s) Project Staff	4.1 Gain membership/participate on committes/task forces that focus on the education of preschool children with special needs (includes conferences and workshops)	Evaluation Schedule Annual report reflect log entries.
2. Behavior Continue	4.2 Establish/continue contact with agencies such as American Foundation for the Blind, First Chance Projects, and other regional, national and international agencies working with visually handicapped preschool children.	
3. Object of Behavior Activities that contribute to servicing preschool blind and visually impaired children.		
4. Time Continuously	4.3 Continue assistance to colleges and universities and other agencies that are training/preparing people to work with visually handicapped preschool children.	
5. Measurement Log IV		Data Analysis Compare logs with summaries as to completeness.
6. Criterion for Success Summarize activities		

Process Objective 4.1: Gain membership/participate on committees/task forces that focus on the education of preschool children with special needs (includes conferences and workshops).

	DELIVERY SYSTEM	EVALUATION RESULTS
1. Individual(s) Project Staff	1. Select activity. 2. Make or maintain contact. 3. Maintain participation.	Evaluation Schedule Regular reports to director.
2. Behavior Continue/maintain		
3. Object of Behavior Membership/participation		
4. Time Continuously		
5. Measurement Log IV Code 1		Data Analysis Check membership/ participation logs again logs of staff.
6. Criterion for Success Listing of activities		

Process Objective 4.2: Establish/continue contact with agencies such as American Foundation for the Blind, First Chance Projects, and other regional, national and international agencies working with visually handicapped preschool children.

	DELIVERY SYSTEM	EVALUATION RESULTS
1. Individual(s) Project Staff	1. Invite to conferences or workshops. 2. Follow-up with letter, phone or personal visit.	Evaluation Schedule Reports to Project Director.
2. Behavior establish/continue		
3. Object of Behavior Contact		
4. Time Continuously		
5. Measurement Log IV Code 2		Data Analysis Compare logs to listing of contacts.
6. Criterion for Success Listing of contacts.		

Process Objective 4.3: Continue assistance to colleges and universities and other agencies that are training/preparing people to work with visually handicapped preschool children.

	DELIVERY SYSTEM	EVALUATION RESULTS
1. Individual(s) Project Staff	1. Contact or respond to agencies. 2. Arrange experience/ activity. 3. Assess the experience as to value.	Evaluation Schedule Reports to project director.
2. Behavior Provide Assistance		
3. Object of Behavior To train personnel for working with preschool visually handicapped children.		
4. Time Continuously		
5. Measurement Log IV Code 3		Data Analysis Compare data collected to summary for accuracy.
6. Criterion for Success Summarize assistance provided.		

Major Goal: To assist the Bureau of Education for the Handicapped in its goal of providing help to all children with handicaps by 1980.

Product Objective 5.0: Evaluate progress of children at the Model Demonstration Project.

	DELIVERY SYSTEM	EVALUATION RESULTS
1. Individual(s) Project Staff	5.1 Collect test data. 5.2 Analyze pre and post test scores and other indices of program evaluation to determine effectiveness.	Evaluation Schedule On-site monitoring by evaluator.
2. Behavior Evaluate		
3. Object of Behavior Child progress		
4. Time By end of year		
5. Measurement Maxfield - Buchholz Scale of Social Maturity.		Data Analysis Analyze data to determi significance.
6. Criterion for Success Significant increase .05		

Process Objective 5.1: Collect pre and post test scores and other indices of program evalutaion to determine effectiveness and/or gaps.

	DELIVERY SYSTEM	EVALUATION RESULTS
1. Individual(s) Project Staff	1. Obtain and score tests. 2. Collect pre and post test data. 3. Maintain file.	Evaluation Schedule On-site monitoring by evaluator.
2. Behavior Collect		
3. Object of Behavior Pre and post test scores and other indices of program evaluation to determine effectiveness and/or gaps.		
4. Time By end of year.		
5. Measurement Pre and post tests collected.		Data Analysis Check file to see if pre and post data is on file.
6. Criterion for Success Data collected from the Infant Program for Visually Impaired will be on file.		

Process Objective 5.2: Analyze pre and post test scores and ohter indices of program evaluation to determine effectiveness.

	DELIVERY SYSTEM	EVALUATION RESULTS
1. Individual(s) Project Staff	1. Transfer test scores to source documents. 2. Determine method of analysis. 3. Perform statistical analysis.	Evaluation Schedule Pre and post dates
2. Behavior Analyze		
3. Object of Behavior Pre and post test data		
4. Time By end of year		
5. Measurement "t" test or other appropriate statistical analysis of Maxfield-Buchholz S.A. scores.		Data Analysis Statistical analysis performed and on file.
6. Criterion for Success Significant increase .05		

Major Goal: To assist the Bureau of Education for the Handicapped in its goal of providing help to all children with handicaps by 1980.

Product Pbjective 6.0: Promote public awareness as to the need for services and the availability of services for visually handicapped preschool children.

	DELIVERY SYSTEM	EVALUATION RESULTS
1. Individual(s) Project Staff	6.1- Internally identify appropriate materials and activities for public awareness. a. Have packaged media available. b. Honor request where appropriate.	Evaluation Schedule On-site monitoring by evaluator
2. Behavior Promote		
3. Object of Behavior Public Awareness		
4. Time Continuously		
5. Measurement Log VI		Data Analysis Compare log to summary
6. Criterion for Success Summary of effects		

Process Objective 6.1: Internally identify appropriate materials and activities for public awareness.

	DELIVERY SYSTEM	EVALUATION RESULTS
1. Individual(s) Project Staff	1. Review materials and activities suitable for public awareness.	Evaluation Schedule Annual Review
2. Behavior Identify appropriate materials & activities		
3. Object of Behavior Public Awareness		
4. Time Continuously		
5. Measurement Log VI		Data Analysis Compare log to summary for accuracy.
6. Criterion for Success Summary of materials and activities identified.		

PROJECT OUTREACH FOR THE INFANT PROGRAM FOR VISUALLY IMPAIRED SACRAMENTO

TRAINING AND TECHNICAL ASSISTANCE AGREEMENT

1978-1979 SCHOOL YEAR

OBJECTIVE	PROCEDURES	TRAINING AND TECHNICAL ASSISTANCE	EVALUATION

CURRICULUM OUTLINE

I. Introduction

- A. Historical Overview
- B. Purpose
- C. Chapter I - Vision and Early Development
  - 1. Function of vision
  - 2. Influence of Visual loss on development
  - 3. Importance of early intervention

II. Life Learning Curriculum

- A. Definition of Life Learnings
- B. "Life Learnings" in the curriculum
- C. Importance of A Home-like environment
- D. Classroom Structure for a home-like environment
  - 1. Organization of nursery school day
  - 2. Sample day - narrative

III. Assessment and Effective Programming

- A. Assessment procedure
  - 1. Why
  - 2. How
  - 3. What
- B. Programming for individual children
  - 1. How to identify goals for individual children
  - 2. How to implement individual educational plans
    - a. Performance Objectives
    - b. Area Charts
  - 3. How to meet individual differences in a group setting

IV. The Curriculum for the Preschool Visually Handicapped Child

- A. Importance of teaching "whole child"
- B. Integrating areas of the curriculum
  - 1. Unit Teaching
  - 2. Field Trips
  - 3. Art
  - 4. Music
- C. General curriculum areas considered separately
  - 1. Fine Motor
    - a. Definition
    - b. Importance for the preschool child
    - c. Importance for the visually handicapped child
    - d. Sample P.O. for that area
    - e. Bibliographies and suggested materials

2. Gross motor
3. Language (RELA)
4. Self-help (same breakdown as #1)
5. Social
6. Cognitive

D. Curriculur areas necessary for visually handicapped children to have interfaced with general curriculum areas
   1. Mobility
   2. Sensory
      a. Visual
      b. Olfactory
      c. Gustatory
      d. Tactual
      e. Kinesthetic

V. Techniques for working with children

VI. Parent Involvement

   A. Rationale
   B. Philosophy
   C. Strategies
   D. Specific ways in which parents can be involved

VII. Home Teaching

   A. Importance of home teaching
   B. Home teaching with infants
   C. Home teaching with preschoolers

VIII. Mainstreaming

IX. Administrative Procedures

   A. Intake and movement procedures
   B. Staff
      1. Duties
      2. Qualifications
      3. Selection
      4. Preservice and inservice training
   C. Relationship to other programs and agencies

X. Appendix

   A. RELA
   B. Copies of assessments
      1. Maxfield
      2. RELA
      3. Vision-UP
   C. Bibliographies

MATERIALS LIST 1978-79

ITEM	NUMBER
1. Sequential Levels in Development of Prehension	80
2. Infant Stimulation Bibliography	49
3. Blue Book Bibliography	9
4. Desirable Parenting Behaviors During Infant Stimulation Activities	5
5. Do's and Don't's of Parent Educating	2
6. Workshop Evaluations	--
7. Infant Program for Visually Impaired Brochure	355
8. Project Outreach Brochure	413
11. Services for the Blind in Michigan	2
12. Conceptual Drawing - Project Outreach (Workshops Only)	--
13. Rationale for Home Teaching	87
14. Materials for Home Visits (List)	7
15. Move It	629
17. Language/Vision Bibliography	7
19. Parent Involvement Activities (Set of Assumptions)	70
20. Parent Involvement Activities (Checklist)	
21. Statement of Beliefs	289
23. Partial Concept List: Self-Help (Send with "Davey" slide-tape)	7
24. Explanation of Project Outreach (Workshops Only)	3
29. Motor Stimulation of Infants	89
33. Toy Lists (Compiled)	67
34. Handout Materials (Compiled)	8
35. Selected Art Activities	8
42. Get A Wiggle On	763
43. What Do Parents Want?	61
47. Suggested Activities for Use with Preschool Blind Children	7
48. Art Activities for Visually Impaired Children	9

ITEM	NUMBER
49. R.E.L.A. Protocol	416
50. Curriculum Development Through the Use of Assessments	24
51. Summary of Language Development from Birth through Six Years	7
54. Causes of Blindness in Children	7
55. Suggested Activities and Games	6
56. When Handicapped Children Join Regular Classrooms	6
60. My Baby is a Whole Person	3
62. Suggestions for the Parents and the Professionals	7
63. Home Teaching by Mary Wandschneider	57
64. I Can't See You	127
66. Sequential Motor Program	11
67. Quick Look Book	36
71. The Physically Handicapped: A Low Incidence Population	5
72. Bibliography - Instructional	6
73. Bibliography - Language Behavior of M.R. Child	3
75. Blue Book - Program Description	42
77. Last Day of April	6
80. Home Safety Inventory for Preschool Handicapped	3
84. R.E.L.A. Manual for Administration	97
85. R.E.L.A. Kit	20
86. Spanish Version of Get A Wiggle On	4
87. Replication Folder	51
88. Guidelines for the Placement of the POHI Child	4
90. Classroom Considerations for Teachers of V.I. Children	8

ITEM	NUMBER
91. Kitchen Curriculum	6
92. Mainstreaming	6
93. Advocacy Statement	85
94. Nursery School Flow Chart	132
95. Assessment Procedure (Workshops Only)	88
96. Toy Bibliography	56
97. Sources of Teaching Materials	7
98. Resources for Assessing	36

LOG 1-B

CONSULTANT TO REPLICATION

DATE	CONSULTANT	COMPONENT	PROGRAM
9/13, 20, 27	Carol Rottman	Curriculum Development	Infant Program for Visually Impaired (IPVI)
10/4,11,18,25	Carol Rottman	Curriculum Development	IPVI
11/1,8,15,22,29	Carol Rottman	Curriculum Development	IPVI
12/6, 13	Carol Rottman	Curriculum Development	IPVI
Weekly during Jan./Feb.	Carol Rottman Donna Heiner	Peer Review/Curriculum Guide	IPVI
10/6/78	Carol Rottman	Life Learning Curriculum	Washtenaw I.S.D.
10/13/78	Carol Rottman	Life Learning Curriculum	Collette Pushman/ Livonia Preschool
10/17/78	Carol Rottman	Infant Home Teaching--Assessment	Newego I.S.D.
10/27/78	Carol Rottman	All Components	2 M.S.U. Students
11/1/78	Harry Groulx	Assessment, Data, Evaluation	to Outreach
11/7/78	Outreach staff	All Components	5 staff members of the Toledo Society for the Bl
11/27,28	Outreach Staff	All Components	James Cawood, San Francis Society for the Blind
10/16/78	Marilyn Hulce	Parent Component	IPVI
11/2/78	Carol Rottman	Home Teaching, Assessment	Parent/IISD Assess. team
11/30, 12/1	Carol Rottman	Assessment, Integration, Home Teaching	Marquette Alger ISD
11/9/78	Sherry Raynor	All Components, Review	Flint Consultant
12/8/78	Carol Rottman	All Components	Indiana Teachers
4 weeks Jan/Feb.	Carol Rottman Donna Heiner	All Components 1/2 Day Consultant	Kay Frace, M.S.U./ Marsh Connolly, Carol Millard
2/14/79	Carol Rottman	Home Teaching--Center Program	Gretchen Beardslee (Home Pat Murphy, Parent Tchr
2/22/79	Donna Heiner	All Components	Jan Heimann, Berrien Sp
2/23/79	All Staff	Assessment	Noel Crofts, Idaho

APPENDIX D

LETTER OF EXPLANATION OF VALIDATION

PROGRAM AREA: Education for the Handicapped

I. PROJECT TITLE:

Project Outreach for the Infant Program for the Visually Impaired.

II. DEVELOPED BY:

Project Staff, Project Outreach for the Infant Program for the Visually Impaired, Ingham Intermediate School District, Mason, Michigan.

III. SOURCE AND LEVEL OF FUNDING:

Federal Funding (BEH, HCEEP)	$504,630
Local Funding (State of Michigan)	198,584
Local Funding (Ingham Intermediate School District)	137,266

IV. PROGRAM YEARS OF INTERVENTION DEVELOPMENT:

July 1, 1972 - June 30, 1978

V. BRIEF DESCRIPTION OF INTERVENTION:

Project Outreach for the Infant Program for the Visually Impaired developed an early intervention program for visually impaired preschool children and their parents. The program is a center-based program, combined with weekly home teaching, for children two and one-half years old to six years of age. Parent involvement is a strong component in the development of all aspects of the program.

Need for the Project. The loss or severe limitation of vision, a major sense, has a profound effect on a child's overall development. The milestones in development expected of the normal child are often delayed in the child with a severe visual impairment. Early and specific intervention is needed for the child to develop at a normal or individually optimal rate.

Context and Students Served. According to Michigan's Special Education Act of 1971, services for impaired persons 0-25 years must be provided by a local or intermediate school district. The center-based program serves visually imparied preschoolers from two and one-half to six years of age. A high percentage of the children have secondary impairments in addition to the primary visual loss. The majority of the children presently enrolled in the center-based program have received home teaching as infants.

The Ingham Intermediate School District serves children from twelve school districts in Ingham County and, on a contractual basis, children from surrounding intermediate school dsitricts. Referrals are received by the Ingham Intermediate School District office from medical and educational personnel, parents, the Capital Area Casefind and Identification Project and others. Television and radio spots, awareness activities and letters to doctors are used to inform the public about the availability of services for visually impaired preschoolers.

After referral and medical certification of legal blindness, placement of children is determined by an Educational Planning and Placement Committee (EPPC). The EPPC consists of the child's parents, a representative of the local school district, the director of the Infant Program and a teacher from the Infant Program. This committee may also include others responsible for the implementation of the Individual Education Plan for the child, individuals invited by the parents, representatives of involved agencies or any others who can provide information concerning the child. On the basis of the EPPC's recommendations, children are enrolled and Individual Educational Plans are written.

Program Description

A. Overview. The center-based program of the Infant Program for the Visually Impaired operates during the Lansing School District's school year from September to June and includes a daily nursery session (five days a week from 9 a.m. to 12 noon), weekly home teaching and monthly parent meetings. The program is designed to promote the total development of the children. In a home-like environment, the children participate in a wide range of experiences based on life learnings necessary for the total development of these children.

Visually impaired children do not acquire skills which sighted children learn incidentally. The visual loss creates a barrier between the child and the world. Caring adults must provide the stimulus for the child to move, to explore and to reach out to others. Activities such as brushing teeth, setting the table and socializing with other children must be directly taught. Field trips to the surrounding community complement the nursery school program and extend the range of experiences available to the children. One unique aspect of the center-based program is down-hill skiing instruction for the visually impaired preschoolers. This innovative activity, organized by the parent group, fosters the development of gross motor and socialization skills, encourages positive family interaction and lays the groundwork for recreation in later years.

The instructional staff for the program is composed of two full-time nursery center teachers, an administrator-facilitator (25%), a parent aide (75%), a part-time speech therapist (20%) and a secretary (20%). The nursery center teachers also serve as the home teachers to children from the center program and infants too young to enter the center program. When these children are enrolled in other programs, the teachers serve as consultants to their teachers.

Since its beginning, the Infant Program has been committed to the following assumptions:

1. The most influential factor in a child's growth and development is the family.
2. All services and programs must be designed to give support and assistance to the parent(s).
3. Support and assistance to the parent and child must be frequent and ongoing.

4. All services and assistance must take into account the family values, needs and preferences.

5. The home and the environment provided by the family is the first and most normal learning setting for the child.

Therefore, when a nursery school program is provided for the visually impaired child outside the home, we believe the nursery school should be as similar to a home setting as possible. In Michigan, the setting consists of a living room, playroom, kitchen and bathroom. The major focus of all activities which the child and parent (whether in the home setting or the home-like setting) are developed around "life learnings" rather than "school learnings." All services and programs for the visually impaired pre-primary child are highly individualized to meet each child's specific needs.

A major program goal is to enable the children to develop to their maximum potential. There are three basic options: (1) center based nursery school program for five half days per week, (2) mainstreaming one-half time and (3) mainstreaming full time. Weekly home teaching is a constant. When children are mainstreamed, teacher consultation is provided as long as necessary. Supplementary services include occupational therapy, speech therapy, physical therapy, social work, psychological assessment and others as needed, as identified on the Individual Educational Plan.

The staff of the Infant Program for the Visually Impaired coordinates services from other agencies. Communication is maintained with local educational agencies, state educational agencies, intermediate school districts and other community agencies.

B. Program Components. The Infant Program for Visually Impaired is composed of the following components:

1. Life Skill Curriculum - a. Program activities (curriculum) within the center program are based on "life" experiences to promote total development. The focus is on the kinds of learnings that take place within the home rather than "school-like" activities. Our parent aide describes it this way, "Every day we use either a fork or a spoon or we spread with a knife and they serve themselves, they pour their juice and milk from a pitcher, they don't come to the table and everything's there and they wonder where it comes from. They know. Because they prepared it and served themselves." b. The Receptive Expressive Language Assessment (R.E.L.A.) was designed by the project and is the only known language assessment for the 0-6 year old visually impaired child.

2. Nursery School Setting - The nursery school center program is organized and equipped to provide a home-like setting, which includes a kitchen, living room, bathroom and playroom.

3. Weekly Home Teaching - Regular home visits are the core of the program. Other activities may supplement and provide other kinds of experiences and learning, but do not replace the regular home visit routine. Home visits are scheduled on a weekly basis both for the infants and the children in the center-based program, thus providing program continuity for both the child and the parent. Assistance and suggestions to the parent are in accord with the expressed needs and values of the parents, and with the needs of the children.

4. Parent Activities - Parents are included in the planning and implementation of all aspects of the program. Parent involvement is recognized as essential in the education of the impaired preschooler and is a strong component of the program. A variety of parent activities, including regular formal parent meetings, advisory council membership and family recreational activities has been utilized.

5. Consultant Services - The teachers from the Infant Program serve as consultants to teachers of visually impaired preschoolers who are enrolled in other programs.

6. Individual Education Plan Model - The IEP model is a process for developing individual educational plans for children.

VI. EVIDENCE OF EFFECTIVENESS

Data from two sources is used to document child progress in the Infant Program for the Visually Impaired.

The first source, the Maxfield-Buchholz Scale of Social Maturity, is a standardized instrument developed from the Maxfield-Fjeld adaptation of Doll's Vineland Social Maturity Scale (research funds were provided by the American Foundation for the Blind). The Maxfield has been the norm referenced assessment since the program began. The second source, the IEP model, a criterion referenced device, uses percentages of performance objectives written and achieved during the last two school years.

Goals and objectives are as follows:

Children in the nursery school will show an increase in developmental skills measured by:

1. Social age scores on the Maxfield-Buchholz Scale of Social Maturity.

2. Percentages of performance objectives achieved in the areas of fine motor, self-help, socialization, gross motor, language and intellectual.

The 34 children included in the analysis ranged from two and one-half to six years of age. All were legally blind. More than one-third of the children had an identified secondary impairment in addition to the visual impairment. Some children were in the center-based program for more than one year (Mean = 1.62 years; Median = 1 year). These children were generally children with more severe visual impairments or those with impairments in addition to the visual impairment.

Maxfield-Buchholz Scale of Social Maturity (Norm Referenced)

The Maxfield-Buchholz Scale of Social Maturity (1957) is the only standardized assessment which is normed on visually impaired preschoolers. It is an inventory of the skills the child habitually exhibits in daily activities. Consisting of 95 items, the Maxfield covers the following dimensions of development: controlling of the body, dressing, eating, communicating, socializing and self-occupying. The Scale yields a Social Age Score (S.A.) which describes the child's functional development as compared to the performance of other visually impaired children of the same age.

The Maxfield was administered to all the children enrolled in the center program on a regular pretest-posttest basis at the beginning and end of the school year. All administrators of the test were trained in the same way. The testing procedures stated in the Maxfield-Buchholz test manual were followed.

Test/re-test reliability was established by Project staff at two different times. In the Spring of 1973, the Project evaluator assessed the children. At the same time, the parents were given copies of Maxfield-Buchholz scoring forms and asked to fill them out for their children. The most striking feature was the similiarity in parental and evaluator scores.

To follow-up this initial reliability information, an additional analysis was carried out. Pretest social ages on the Maxfield-Buchholz obtained by the teachers (using parental informants and teacher observation as a basis) were compared to pretest social ages obtained by an outside observer within 30 days (using personal observation and the aide as an informant). Using a linear regression model, the correlation between social age scores from two test administrations was significant ($r = .998$, $n = 5$, $p < .001$).

Statistical Significance: Maxfield-Buchholz. A t-test to determine the significance between two means of correlated samples was used to means of pretest and posttest social ages on the Maxfield-Buchholz Scale of Social Maturity for 34 children enrolled in the center program for a six year period from 1972 to 1978.

TABLE 1
SIGNIFICANCE OF DIFFERENCE BETWEEN PRETEST AND POSTTEST
MEAN SOCIAL AGES ON THE MAXFIELD-BUCHHOLZ (N = 34)

PRETEST		POSTTEST			
MEAN	STANDARD DEVIATION	MEAN	STANDARD DEVIATION	r	t
3.81	1.26	4.82	1.08	.54	5.22*

*Significant at .01 level
Mean length of stay in program 1.62 years
Median length of stay in program 1.0 years

There is a statistically significant difference between the pretest and posttest social age scores. This gain is also educationally significant. Based on our experience with and histories of visually impaired children who have not received intervention, this gain can only be attributed to the intervention.

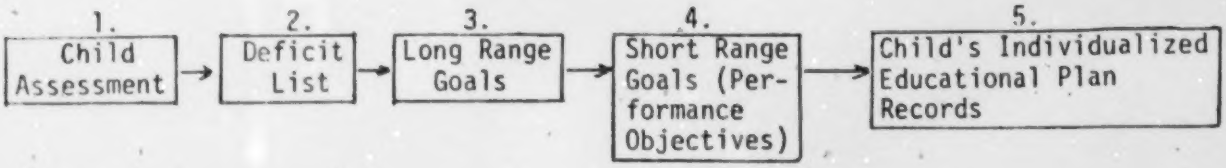
Educational Significance: Maxfield Buchholz. A visual impairment has a profound effect on a child's growth and development. Blindness is more than the mere absence or impairment of vision. A blind child is not a normal child without vision. The visually impaired child's framework by which he organizes incoming information is altered, depending on the degree of loss and age of onset of loss of vision. Blind children who have acquired academic competence will not, without planned instruction, learn the skills necessary for them to function independently or acceptably in the social, emotional, private and personal areas of life.

Without early and specific intervention which attends to all the developmental areas, the majority of blind children will not have the skills necessary to become independent, contributing members of our society. Too often blind children have been labeled as "retarded" when they really only lacked appropriate preschool experiences which sighted children acquire incidently in the course of day to day living. The use of preschool assessments to plan ongoing individual educational programs which attend to all areas of a child's development gives blind children the ability to be true partakers of life. Those who have observed our program are often unable to identify the totally blind child. Their comments range from, "Your children can't be as involved as ours," to "They look so normal." The children they see are competent, they are independent. In the preschool and the home, they function as important and contributing individuals. After these preschool experiences, our children are not passive, waiting for life and experiences t come to them; they reach out to others, they question, explore and initiate, although they are as handicapped as children in other programs. Our children have been expose to good intervention--including going on field trips into the community for needed first hand experience.

Without good early intervention programs for blind preschool children, these children might very well be like a group of learned blind persons who were observed at a symposium--these people were academically competent and held forth intellectually on a number of topics during their meeting. Afterward, they had to be helped to find their coats, lead down the stairs and put into waiting cars. We do not feel this wil be true of our children. Those who have the intellectual ability to learn will also have the social skills to be accepted by society and the emotional strength to manage their own lives.

Individualized Education Plan Model: Criterion Reference

A second source of data, the IEP model, was used during the 1976-77 and 1977-78 school years. The IEP model uses the information from a comprehensive developmental assessment to create an Individualized Education Plan consistent with P.L. 94-142. This process was developed over a period of time and formalized for use in 1975. The process is outlined below:


1. Child Assessment
2. Deficit List
3. Long Range Goals
4. Short Range Goals (Performance Objectives)
5. Child's Individualized Educational Plan Records

Performance objectives are written separately for each child. The teaching steps, as delineated in the performance objectives are always developed according to the child's unique learning style. Success on written objectives reflects the teacher's ability to design goals which match the child's readiness for that step of learning. The preliminary analysis of the data indicates that the IEP model is an effective means of promoting growth and development of preschool visually impaired children.

Statistical Significance: The IEP Model. During the 1976-77 and 1977-78 school years, performance objectives were analyzed by total items achieved and by items achieved in the developmental areas (fine motor, self-help, socialization, language and intellectual).

Of the performance objectives written during the 1976-77 school year, 90% of the total items written were achieved. In each of the areas, over 75% of the items written were achieved.

Of the performance objectives written during the 1977-78 school year, 87% of the total items written were achieved. In each of the areas, at least 83% of the items written were achieved.

Educational Significance: The IEP Model. In the IEP model, the performance objective procedure, based on the long-range goals, requires teachers to analyze the steps necessary to accomplish a given item. This process allows for the design of subskill performance objectives and the children benefit from successfully completing small steps leading to a long-term goal. The teachers are able to evaluate their teaching strategies as they learn the most effective way of intervening with any individual child. Year-end reporting to parents and to programs the child may be entering after the Infant Program are more easily accomplished since the IEP model yields a list of all the objectives the child has accomplished during the year.

Additional Supporting Evidence

Further benefits of the program are revealed in the fact that children from the Infant Program who are now enrolled in a public school or in the Michigan School for the Blind are, according to their present teachers, more educationally, socially and emotionally able to function in a school setting than enrolled blind children who did not receive preschool intervention.

Examination of the educational placement of the elementary-school age children who had been enrolled in the Infant Program for Visually Impaired revealed that 56% of the children are presently mainstreamed. 92% of the elementary-school age children are or have, at some time, been enrolled in a mainstreamed program. Prior to the development of the Infant Program for Visually Impaired, all of these children who have been enrolled in the Michigan School for the Blind, a residential facility.

TABLE 2
PLACEMENT OF CHILDREN ENROLLED IN THE
INFANT PROGRAM FOR VISUALLY IMPAIRED DURING 1972-78
(N = 34)[a]

Program Type	Number of children enrolled
Full-time Public School	14
Full-time Michigan School for the Blind	8
Special Education Programs Elementary Level	4
Preschool Special Education Programs	2
Infant Program for Visually Impaired	5

[a] One child is deceased

NOTE: 12 of the children who are not presently mainstreamed have, at some time, been enrolled in a mainstreamed program.

Because of the lack of definitive research on intervention programs for visually impaired preschoolers, it was necessary to seek expert testimony from nationally recognized authorities in the area of preschool visually impaired. Respondents were all highly qualified professionals in the area of visual impairment. All respondents had observed the center-based program and were informed as to our philosophy and intervention procedures. The experts judged the Infant Program for Visually Impaired to be the most effective intervention program in their experience. Many of the authorities contacted cited an urgent need for research both on the development of blind children and on intervention programs for this population.

The project was validated by the Michigan State Department of Education (Title IV-C) on July 17, 1978. On November 16, 1978, the project was classified as a demonstration project for the Michigan State Department of Education.

DISSEMINATION AND REPLICATION

The materials and methods developed by Project Outreach for the Infant Program for the Visually Impaired have been widely disseminated and found useful by others. For the past three years, Project Outreach has focused on the development of inservice and dissemination of media and materials to assist others who were beginning or improving services for visually impaired preschool children and their parents. A survey was sent in the Fall of 1977 to administrators, special education teachers, parents, aides and others who have used our materials. The results (based on 490 responses) indicated that materials were used in program delivery and had a direct impact on 3,569 children and an indirect impact on 5,541 children. Materials have also been distributed to individuals and agencies throughout the United States, territories of the United States and foreign countries.

The focus of Project Outreach is directed toward the planning and implementation of a technical assistance program for the development and support of replication and/or adaptation site programs. The project is working with fourteen programs in utilizing the model. Replication and/or adaptable components include: IEP model, life skill curriculum, nursery school setting, weekly home teaching, parent activities consultant services and R.E.L.A. Agencies may replicate all or any of the components or adapt all or any of the components.

Technical assistance services to replicating/adapting sites from Project Outreach include:

-The provision of printed and audio-visual materials designed to facilitate the replication/adaptation process.
-Inservice workshops for the staff of the replicating/adapting program.
-Personal consultations as arranged throughout the year. Phone and letter consultations as needed.
-Assistance in evaluation of program and child progress.
-Follow-up assistance when the program is replicated/adapted.

VII. COST FOR DELIVERY OF SERVICE

	INSTALLATION Non-recurring Costs	SUBSEQUENT YEARS (Recurring Costs)
Staff Training	4700	500
Special Facilities	USUALLY AVAILABLE	
Equipment	6000	500
Consumables	2100	1800
Other Costs		
Toys	1500	
Furniture	4300	
TOTAL COST	73118	54518

These figures are based on the educational cost for a total program. The staff consists of two teachers (full-time), one parent aide (75%), one speech therapist (20%), and a secretary (20%). Space and transportation are not included.

Based on 22 children served for the school year 1977-78. Cost per child is 2,421.

Educational cost per child at the Michigan School for the Blind is 8,600 per year.

VIII. MATERIALS DEVELOPED BY PROJECT OUTREACH FOR THE INFANT PROGRAM FOR VISUALLY IMPAIRED

SLIDE TAPES	VIDEO TAPES	OTHER MATERIALS
1. Program Overview of the Infant Program for Visually Impaired 2. Motor Program Overview 3. Motor Demonstration 4. Introduction to the R.E.L.A. 5. Self-Help: "David on the Road to Independence" 6. Home Teaching Overview 7. The Egg 8. Aspects of Life Adjustment of the Physically Handicapped 9. Parents are Partners	1. Home Teaching with Robert 2. Home Teaching with Kevin 3. Home Teaching with Mary Beth 4. R.E.L.A. Demo 5. Home Teaching with Lisa 6. Play 7. Brent Sets the Table 8. Field Trips 9. Blindfold Dinner 10. A Day at the Nursery 11. More Alike than Different 12. Skiing for Preschool Blind 13. Swimming for Preschool Blind	1. Receptive Expressive Language Assessment (R.E.L.A.) for Blind Preschool Children 2. Get A Wiggle On (Parent Booklet) 3. Move It (Parent Booklet) 4. Material Packets

Please talk w/me if I can be of any other assistance. Bill

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

202-245-9722

March 22, 1979

Mrs. Carol Rottman
Acting Director
Project Outreach for the Infant Program
  for Visually Impaired Preschoolers
Ingham Intermediate School District
2630 W. Howell Road
Mason, Michigan 48854

Dear Mrs. Rottman:

The purpose of this letter is to update you on the status of the JDRP Draft Submission which you have submitted for review.

While the narrative portions of the submission are of the quality needed for the JDRP, there are several difficulties with the data which were provided as the basis for the evidence of effectiveness. First, the Maxfield-Buchholz is an instrument which was normed on blind "normal" children who were receiving services at the time of norming. When using this instrument to demonstrate gains with the population for the project, the results indicate that the children "gained a year when a year's gain was expected". In other words, this set of data indicates that this particular program is no better than other programs for blind children. Unfortunately, the children served in this sample were handicapped in addition to their blindness and the severity of their visual impairment. These data, therefore, may not depict the program as being as successful as it is.

Second, the other information provided does not provide a strong case for approval by the JDRP as it focuses on objectives achieved without consistency among the difficulty or content of the objectives specified. While children may achieve objectives, there is too much variance with this type of measure to have adequate precision for the JDRP Review.

Thus, it does not appear that the JDRP would support this model for national dissemination via the National Diffusion Network. Should you be interested in providing additional data which support your case, we would be most happy to assist you in developing a revised submission.

We wish you continued success in providing high quality services to preschool handicapped children and their families and in your outreach efforts to assist other agencies to provide similar services.

Sincerely yours,

William W. Swan

William W. Swan
Early Childhood Section
Program Development Branch
Bureau of Education for the Handicapped

CC: Dr. Harrold Spicknall

INGHAM INTERMEDIATE SCHOOL DISTRICT

DIVISION OF SPECIAL EDUCATION
2630 W. HOWELL ROAD MASON, MICHIGAN 48854
PHONE 517 676-1051

June 7, 1979

Richard Anderle, Educational Consultant
Experimental and Demonstration
Centers Program
Michigan Department of Education
Box 30008
Lansing, MI 48909

Dear Dick:

This letter is in response to your letter of May 29, 1979, concerning the conditions for approval of Project Outreach as a Title IV-C Demonstration Site Project for the 1979-80 school year. After careful consideration of the conditions presented in your letter, the Ingham Intermeidate School District administrative staff feels that our request for consideration as a site project under Title IV-C for 1979-80 school year should be withdrawn.

This request for withdrawal is based upon our determinations that we will be unable to meet the conditions specified in your letter for the following reasons:

(1) Staff turnover. The continuity of leadership personnel for Project Outreach has been significantly affected by two factors. First, the director of Project Outreach resigned from employment by the Ingham Intermediate School District as of March, 1979. Second, the lead teacher of the preschool program will be on sabbatical leave during the 1979-80 school year.

(2) Facility problem. The present site of the preschool program for visually imapired students is unsatisfactory as a demonstration site. Renovations are planned for that particular site but they will not be completed prior to the 1979-80 school year. In addition, the possibility exists that the entire site will be shifted depending upon the availability of other facilities.

(3) Definition of terms. At the present time it does not appear possible to reach "total agreement" on the definition of a "homelike environment". This is especially true when persons other than our present staff must agree with this definition.

RECEIVED JUN 8 1979

(4) Timelines. Due to the above factors and several others, it is apparent that the timelines specified within the conditions will not be met.

The Ingham Intermediate School District staff agrees with the final statement in your letter which indicates that our program for young visually impaired children is an extremely valuable and unique one and should be available to all districts in Michigan. If the Michigan Department of Education should wish to utilize our program as a demonstration project in the future, we would certainly give it strong consideration. We believe that we at Ingham Intermediate School District have an excellent pre-primary visually impaired program and we will continue to assist others in the state that are interested in developing similar programs whether or not we are designated as a demonstration site project under Title IV-C.

The Ingham Intermediate School District staff wishes to thank you and the Michigan Department of Education staff for their consideration of Project Outreach as a possible Title IV-C Demonstration Site. We regret that there may have been misunderstandings or inconvenience caused for you and your staff. We are looking forward to working with you in the future on other projects.

Sincerely,

Jerrold W. Spicknall, Ph.D.
Director of Special Services

JWS/ly

cc: D. Shebuski
D. Haarer
K. Woodring
J. Osborne
✓C. Rottman

APPENDIX E

LETTERS OF SUPPORT

SACRAMENTO
SOCIETY for the
BLIND, Inc.
Sacramento, Calif.

2750 - 24th Street - 95818 • Phone 452-8271

Dedicated to Advancing the
Independence of the Visually Impaired

December 6, 1978

Sherry Raynor, Director
Ingham Intermediate School District
2630 West Howell Road
Mason, Michigan 48854

Dear Sherry:

Thank you very much for your call. In developing our preschool program it is extremely comforting to have a knowledgeable and concerned resource to help us. We are moving slowly but steadily in getting the groundwork done. So far, we have had good success with a lot of interest being generated in the community.

First of all, the parents group is doing very well. We have 36 in our group of which 11 are preschool parents. We also have received requests for information and help from preschool parents from the small towns around Sacramento (about a 50 mile radius). We are following your guidelines and will be involving the parents in all phases of development.

One of the smaller school districts has offered us a room in one of their schools but I have turned it down for now as it is the same setting your preschool is in now and I am taking your advice and am looking for a more independent setting. I have several organizations offering to purchase equipment. If you have a list of all equipment and furnishings needed for a replica of your program it would be a big help.

Thank you for the information on funding. I am following through on every lead, as always. That is the most time consuming element. We have a teacher with a background in child development presently working with retarded children who wants to work with us and is working as a volunteer in getting all of the paper work done on the permits and licenses we need.

Sherry Raynor, Director
Ingham Intermediate School District

Pg. 2

I am looking forward to your visit to California. We truly need your brains and moral support.

After seeing your program, I will not settle for anything less than our program being a replica of your program in Lansing.

I look forward to working with you in the future.

Sincerely,

Thomas C. Ryan
Executive Director

RECEIVED DEC 1 1 1978

415 Concord
San Antonio, Texas
78201

August 18, 1978

Sherry Raynor
Project Outreach
Ingham Intermediate School District
2603 W. Howell Road
Mason, Michigan 48854

Dear Dr. Raynor:

Next month I will begin developing 0-6 years visually handicapped services for Northside ISD. We anticipate serving 25-30 children. I heard your presentation at CEC two years ago and am interested in basing my program on your model, insofar as it is possible. I would appreciate receiving a list of products available from Project Outreach as well as ordering information on your two parent books, a sample RELA and sample parent and professional packets.

Thank you!

Wendy Drezek, A.D.

Sent P.S. + CR Brochures
Packets A, B, C, D + E
with Wiggle More Sc. #58 + #65
RELA Manual + Protocol
and Book List
and TR Form
8-24-78 Jly

Northside Independent School District
5900 Evers Road
San Antonio, Texas
September 8, 1978

Dear Mrs. Raynor:

I want to thank you for sending the Project Outreach materials. We have already found them useful, both for my own classes and for the mainstreamed children I work with on an itinerant basis. I have delayed returning your call because I was trying to determine if either of the area groups working with programs for young VH children (Region 20 Education Service Center, Commission for the Blind) would be interested in sponsoring an areawide training session on your project. There is considerable interest.

Since my unit is sponsored by the district without benefit of additional grant funds, and since Texas is not yet eligible for 94-142 monies, leaving all districts shorter on funds than anticipated, I do not have access to consultation money at this time. Nevertheless, I am interested in using your model to develop my unit.

At this time, I work with children in the following instructional arrangements: self-contained preschool class for VH multiply handicapped, itinerant teaching of preschool VH children in early childhood classes, consultation with VH children in kindergarden and multiply handicapped classes. I am beginning home teaching and mother-child classes for infants. I do parent work with all of the children on my caseload.

Sincerely,
Wendy Drezek
Wendy Drezek

ECH-VH

University of Virginia
Room 152, Ruffner Hall
405 Emmet Street
Charlottesville, Virginia 22903

DEPARTMENT OF SPECIAL EDUCATION

Telephone
(804) 924-7461
(804) 924-7825

August 1, 1978

Project Outreach
Infant Program for Visually Impaired
Ingham Intermediate School District
2630 West Howell Road
Mason, Michigan 48854

To Whom It May Concern:

I recently attended the North American Conference on Visually Handicapped Infants and Preschool Children, in Minneapolis, where I was most impressed by your fine presentation, and enjoyed meeting a number of your staff members. Thank you for the very useful set of materials you sent as a follow-up to the workshop; your program is certainly providing a valuable service to many agencies serving visually impaired and multihandicapped children .

As I have been unsuccessful in several recent attempts to reach you by telephone, I am sending two blank 60-minute color videocassettes along with this letter. On your list of available media, I noted with interest the 30-minute tape of R.E.L.A. Demo. This would be most helpful to us in an inservice training program on Assessment we are conducting August 14 - 18. I would very much appreciate it if you could copy this on the enclosed tape, and return it to me. Your other videotapes would also be useful in our teacher education program, so please put as many different items on the tapes as time will allow!

Could you please also send a copy of the R.E.L.A. Assessment Instrument? If you can spare 13 copies, this is the number of participants we will have in our workshop. I would be glad to pay any expenses involved in sending these materials.

Thank you very much for your attention and assistance on this rather short notice. Keep up the excellent work!

Sincerely,

Michael D. Orlansky

Michael D. Orlansky, Ph.D.
Assistant Professor

returned their own copies
of ST - #1, #2, #3 #6
#5, #7, #9
More alike than Different
A Day at the Nursery
VT - #3 + #8
9-5-78 Jy

Called [illegible]-78

LENAWEE INTERMEDIATE SCHOOL DISTRICT
4107 NORTH ADRIAN HIGHWAY PHONE 265-2119 ADRIAN, MICHIGAN 49221

September 12, 1978

Sherry Raynor, Director
Outreach Project
Ingham Intermediate School District
2630 West Howell Road
Mason, MI 48854

Dear Ms. Raynor,

I was fortunate enough to attend your Awareness Conference last May. It was an extremely informative and pertinent experience.

During the conference I received a copy of the Receptive Expressive Language Assessment (RELA) for the Visually Impaired 0-6. After examining the RELA, I feel that it would be an excellent diagnostic tool with the visually impaired preschoolers in our Early Childhood Development Program. I would appreciate it if you could send us another copy of the RELA manual and some copies of the test forms.

Thanks so much for all the materials and information you distributed at the conference. They have been most helpful to all of our staff members. Hope to hear from you soon.

Sincerely,

Linda C. Wise
Speech Pathologist
Early Childhood Development Program
Milton C. Porter Education Center
Route # 5, Sutton Road
Adrian, MI 49221

LGW:jc

sent RELA Manual
& 5 Protocols
+ TR Form
9-18-78

MANKATO STATE UNIVERSITY

Department of Special Education

MANKATO, MINNESOTA 56001

August 1, 1978

Ms. Sherry Raynor, Director
Infant Program for the Visually Impaired
2630 West Howell Road
Mason, Michigan 48354

Dear Sherry,

The Guide, GET A WIGGLE ON is enchanting...easy to read, full of substance that is fresh and useful, absolutely DIFFERENT from anything anywhere in print.

Question...how do I "offer" it to students to purchase?

Question...changing the subject - have you, or do you know of a film relating to language development in young visually impaired children? I will be teaching a course in Language Intervention Strategies, for parent advisors in special education prekindergarten programs, and really want to present substance other than my own, thru media and relevant publications.

Thanks for your help. Just write on the bottom of this letter, that would be fine.

Happy holidays - I hope you get some this summer.

Cordially,

WHN (jmg)
Winifred H. Northcott
Associate Professor
Early Education: Exceptional Children
Department of Special Education

WHN:jmg

Sent Movie II
8-23-78

Sherry Raynor
Director
Project Outreach for the
Infant Visually Impaired
Ingham Inter. School District
2630 W. Howell Road
Mason, Michigan 48854

July 18, 1978

Sherry Raynor:

I teach educable mentally handicapped children. I am part of a committee to help set up a pre-school program in our district for handicapped children ages 3-5.

Initially it will service children who come under the classifications of educable mentally handi., trainable m.h., visually and hearing impaired.

I originally contacted Miss Marion H. [illegible] at the American Foundation for the Blind. She suggested that I contact you.

If you have any information concerning programs, models, curriculum or materials to help set up this program I would appreciate your assistance.

Sincerely,
Mary Rose Sollami
190 N. Montebello Ave.
Phx. Az. 85013

¢ #75 + Replication Folder - Wiggle + Move It + Buck Shell
8-25-78 Jly

CREIG S. HOYT, M.D.
400 PARNASSUS AVE., SUITE 704
SAN FRANCISCO, CA 94143
TELEPHONE 666-1289

November 20, 1978

Sherry Raynor,
Director, Infant Program for
Visually Impaired
Ingham Intermediate School District
2630 West Howell Road
Mason, Michigan 48854

Dear Dr. Raynor:

I would very much like to receive a copy or copies (10) of "Get A Wiggle On". Please send them to the above address and bill me at the same.

Thank you for your help.

Sincerely yours,

Creig S. Hoyt, M.D.
Director of Pediatric Ophthalmology
University of California, San Francisco

CSH:mj

RECEIVED NOV 28 1978

early childhood education center
Cairo
~~altamont~~ elementary school
Cairo ~~ALTAMONT~~, NEW YORK ~~12009~~ 12413 ~~(518) 861-5120~~
GREENE COUNTY (518) 622-8382
~~SARATOGA COUNTY~~ ~~(518) 884-5221~~

Dear Ms. Raynor,

I have just finished reading "Get a Wiggle On" & want you to know how much I enjoyed the booklet. Our program is a pre-school for handicapped children & our latest referral is a 3 yr old girl who is blind (she was born without eye balls) Her mother was able to work with her because of your excellent booklet. That was the only guidance she received. I have been informed that there is a sequel to this booklet & really hope it is available.

I would appreciate your sending me a copy. If there is a charge I will pay it by return mail.

With cheer,

Leila Brown
Cairo Elem School
Cairo NY 12413

Shipped "Move It"
11-27-78

RECEIVED NOV [illegible] 1978

123 pre-school = parents + agencies + schools

Carol

LOW INCIDENCE HANDICAPPED PROJECT
WEST CENTRAL EDUCATIONAL COOPERATIVE SERVICE UNIT
120 South Vine St. — P.O. Drawer - E
Fergus Falls, Minnesota 56537
Phone 218-739-3273

Regional Consultants
Valerie A. Joswick
Hearing Impaired
Mary H. Osmundson
Visually Impaired
David J. Seyfried, PhD
Physically Handicapped

December 4, 1978

Ms. Sherry Raynor, Director
Infant Program for the Visually Impaired
Ingham Intermediate School District
2630 West Howell Road
Mason, Michigan 48854

Dear Ms. Raynor:

I am very interested in receiving information on your program for visually impaired infants. I have copies of "Get a Wiggle On" and "Move It!!!" and have found them to be both entertaining and informative.

My problem now is that I am receiving referrals on many young visually impaired children (6 weeks - 18 months) and I have very little expertise with children this young. Any pointers, materials, curriculums, etc. that you can suggest would be helpful.

Thank you for your time and cooperation.

Sincerely,

Mary H Osmundson

Mary H. Osmundson
Regional Consultant
Visually Impaired

MHO:gn

RECEIVED DEC 8 1978

NORGES BLINDEFORBUND
HOVSETER KURSSENTER OG FØRSKOLE
FOR BLINDE OG SVAKSYNTE BARN
Hovseterveien 20, Oslo 7 - Tlf. (02) 14 07 67

Oslo 22/6 - 78.

Ingham Intermediate School District

2630 West Howell Road
Mason
Michigan 48854

We have just read your books " Get a wiggle on" and "Move it", and would like to buy ten copies of each book, to use in our work with visually handicapped children.

In Norway there is very little litterature about children with this handicap.This is why we write to you.

We hope you can send us the books.

Yours

Elisabeth Thormodsrud
Elisabeth Thormodsrud

Adress: Hovseter Kurssenter og Førskole for blinde og svaksynte barn

Hovseter veien 20

Oslo 7

Norway

Sent 10 wiggles
10 Move Its
8-24-78 Jly

QE.32a

QUEEN ELIZABETH HOSPITAL

Controlling Authority:
Waikato Hospital Board.

P.O. Box 1342,
WHAKAUE STREET, ROTORUA
Telephone 80-189

NB:VV
15 August 1978
Child Potential Unit

Mr Richard Drouillard
Mobility Specialist
Oakland Intermediate School District
MICHIGAN

Dear Mr Drouillard,

I have just seen copies of two booklets which you and Cherry Rayner have written. I note in them that you mention Early Intervention Programmes and Head Starts programmes.

... At this Unit, and I enclose a pamphlet, which gives you a brief summary of what we attempt to do, we have an Early Intervention Programme for children under the age of 4 years, as well as from 4 - 11 years, and as I am contemplating an overseas study next year, I wondered if you could suggest any places which would be of interest for me to visit and observe in.

I am particularly delighted with the two booklets, Get a Wriggle On and Move It, I think they are very very well put and beautifully illustrated and I am endeavouring to have some copies sent to us from Michigan with a view to making them available to our parents. Even although we do not have many blind children in the Unit, we do have a variety of children, some with nothing wrong with them, and I think that these books are as good for those as for the ones with a visual loss.

I congratulate both Cherry Rayner and yourself on them. I would be grateful if you can find some time to answer my letter.

Yours sincerely,

Nancy Barnett

Mrs Nancy Barnett
Unit Supervisor

... Enc:

The Canadian National Institute for the Blind
PATRON HIS HONOUR THE LIEUTENANT GOVERNOR OF BRITISH COLUMBIA

CNIB

SERVICE CENTRES
1609 Blanshard Street
Victoria, B.C. V8W 2J5

707 - 12th Street
New Westminster, B.C. V3M 4J7

686 Christian Court
Kelowna, B.C. V1W 2A7

1105 Quaw Avenue
Prince George, B.C. V2M 4C7

BRITISH COLUMBIA — YUKON DIVISION
350 East Thirty-Sixth Ave., Vancouver, B.C. V5W 1C6
Telephone 321-2311 - Area Code 604
Robert F. Mercer - Director
James Pearcey - Business Manager

September 20, 1978

Handicapped Children's Early Education Program
Ingham Intermediate School District 1977
2630 West Howell Road
Mason, Michigan 48854

Dear Sir:

We have received your package of "Move It" and are most appreciative. May we request now fifty (50) additional copies of "Get a Wiggle On".

I cannot tell you how useful these books have been to us. It is so good to have something tangible that parents can hang on to and certainly, the delightful illustrations make it certain that the very good reading matter will be absorbed!

May I add that one of the new benefits I recognized recently occurred when I gave a copy of "Get a Wiggle On" to a family who have adopted a little girl who is legally blind. There are four older children in the family and the next time I visited mother said that every now and again one of the other children will remind her that "we're supposed to do this--with Noella". When your message come across so clearly to an eight year old boy, I think that you have achieved something very important. Certainly we want the whole family to be involved in the program with the blind child and this is an excellent way to encourage it.

Yours sincerely,

Jean M. Spiller

(Miss) Jean M. Spiller
Social Services &
Rehabilitation Teaching

[illegible] 50 Wiggles
[illegible] 5-78

JMS/dj

Objects: To Ameliorate the Condition of the Blind of Canada and to Prevent Blindness

743 N Oak
Evart, MI 49631
June 26, 1978

Ingham Intermediate School District
2630 West Howell Rd.
Mason, MI 48854

Dear Sir

I recently finished reading Get A Wiggle On and Move It by Richard Drouillard and Sherry Raynor. These books were sent to me to read to help my family help my blind niece. I got a real surge of enthusiasm after reading these, and want to help make books, mobiles etc for [illegible]. However, I'd like the books to encourage me. Are these available, or [illegible] copies from another attainable source. If I may purchase one copy of each, please let me know.

Sincerely,

Mrs. Jan [illegible]

Sent Wiggle & Move 8-24-78 JY

RECEIVED
& Finance
Sc
MI

September 26, 1978

INGHAM INTERMEDIATE SCHOOL DISTRICT
2630 West Howell Road
Mason, Michigan 48854

Dear Sirs:

I have been fortunate enough to acquire some reading material which you have developed about teaching, loving and raising blind children. I have enjoyed it much! The reading was "Get a Wiggle On" and "Move It" by Richard Drouillard and Sherry Raynor. Please do more of this. I have been looking for literature for parents such as myself for years regarding raising blind children.

My daughter is 3 and ½ years old and she has been blind from birth. She is otherwise normal and has been such a challenge and joy to raise.

I met a Mr. Ron Turner who I have been fortunate enough to get to help with a program with the local school district for my daughter, and he had these two pamphlets which he has let me read.

Please send me 2 copies of each of the above titles and also let me know of any other material that you have that would be helpful to me in working with my daughter. I will be happy to send any amount of money needed for these copies and/or other material in the future.

Thank you for your help.

Sincerely,

Patricia Burkholder

PATRICIA BURKHOLDER
610 Eleanor Avenue
Sacramento, CA 95815

sent Packet D
with 2 Wiggle 2 Move [illegible]
10-5-78

MR & MRS. EDWARD ROSE
147 PINEHURST DRIVE
FREEDOM, PA 15042.

Hello

Your address was given to us by Dr Janit Klinman, at the Western Penn school for the blind.

Our daughter Kelly is six months old and blind.

We are interested in obtaining the book "Get A Wiggle On" to help us with Kelly's formative months.

Dr Klinman suggested that we write so that we could get the book as soon as possible.

Thank you very much

Mrs Ed Rose

1 Wiggle

RECEIVED NOV 2 8 1978

Nov 20 1978

Dear pleas somd
me a book on toilet
training I keep a Blind
child blind

please once

Lucy Harrell
1319 Catherine St
Asheville NC 27410

RECEIVED NOV 28 1978

AFB Brochure by Polly [illegible]
11-28-78

Muggie (1)
Monicle Ag 81

RAINBOW BABIES AND CHILDRENS HOSPITAL

2101 Adelbert Road, Cleveland, Ohio 44106, (216) 444-1000

July 25, 1978

Ms. Sherry Raynor, Director
Infant Program for the Visually Impaired
Ingham Intermediate School District
2630 West Howell Road
Mason, Michigan 48854

Dear Ms. Raynor:

The Board of Trustees of Rainbow Babies and Childrens has set up four Task Forces to investigate child health care services in Cleveland with a view to aiding the Board in its long-range planning. One of the areas they have been looking into is services for blind children.

I have just received from the Sight Center here in Cleveland copies of your two booklets "Get a Wiggle On" and "Move It!" They are by far the most useful parent guides I have seen. I would be most interested in receiving any information you can provide on the Infant Program for the Visually Impaired. How many children it serves - how it is funded - what components it includes.

Thank you for your help.

Sincerely,

Barbara Barrus

Barbara Barrus
Task Force Coordinator
Room 112

BB:hk

Sent [illegible] brochures, #21
Replication Folder
Description of IPVI
from Conceptual
abstract
8-25-7

The Children's Medical and Surgical Center of University Hospitals of Cleveland and Case Western Reserve University School of Medicine

Pennsylvania College
of Optometry
1200 West Godfrey Avenu
Philadelphia, Pa. 19141
215 424 5900

The Eye Institute

1201 West Spencer Street
Philadelphia, Pa. 19141
215 276 6000

August 28,1978

Ms. Sherry Raynor
Project Outreach Infant Program for the Visually Impaired
Ingham Intermediate School District
2630 W. Howell Road
Mason, Michigan 48854

Dear Ms. Raynor,

I have read with great interest references to your project in journal articles and have heard other educators speak enthusiastically about your program.

I am often in a position in which I must evaluate visually impaired preschoolers and advise their parents and teachers on placement, individual educational plans and material resources.

I would like more detailed information on the Project Outreach Infant Program. Do you have a curriculum which is available in published form? If so, please advise me of its price.

Thank you very much.

Sincerely,

Gale Watson

Gale Watson
Special Education
William Feinbloom Vision Rehabilitation Center

GW/fhb

sent sample of
Mat. & Proc.
[illegible] Brch Sheet
TR form
9-5-78 [illegible]

JOSEPH P. TEASDALE
GOVERNOR

C. DUANE HENSLEY, PH.D.
DIRECTOR

JOHN G. SOLOMON
DIRECTOR
DIVISION OF MENTAL RETARDATION
DEVELOPMENTAL DISABILITIES

STATE OF MISSOURI
DEPARTMENT OF MENTAL HEALTH
DIVISION OF MENTAL RETARDATION - DEVELOPMENTAL DISABILITIES
SPRINGFIELD REGIONAL CENTER FOR THE DEVELOPMENTALLY DISABLED
1515 East Pythian, P. O. 5067
SPRINGFIELD, MISSOURI 65801
(417) 869-0574

October 13, 1978

Ms. Sherry Raynor
Ingram Intermediate School District
2630 W. Howell Road
Mason, Michigan 48854

Dear Ms. Raynor:

The BEH-funded First Chance Project, Comprehensive Services for Rural Handicapped Young Children, in Springfield, Missouri is planning a large-scale conference for April 11-13, 1979, "Intervention with Handicapped Young Children." I have visited your project and have spoken with you several times; first, when I was the psychologist on Martha Moersch's early intervention project in Ann Arbor, Michigan, and most recently, at the BEH Orientation Conference last year. From my contacts with you and your project, I feel you would make a valuable contribution to this conference.

The conference is intended to build interest and skills in early intervention in an audience of at least 150-200 educators, social workers, public health professionals, and therapists from a rural, four-state area where there are very few early intervention programs.

Would you present two, seventy-minute workshops to approximately thirty people each on treatment of young, visually impaired children on the afternoon of Thursday, April 12, 1979? Because this is a low salary area, we are trying to keep registration fees to twenty-to-thirty dollars in order to attract as many people as possible and registration fees must support all costs of the conference. We would reimburse you for all expenses, and may be able to give you an honorarium also, depending on the amount generated by registration fees.

I will call in a week or so to see whether you will help us with our first large-scale conference. Thank you.

Sincerely,

Sally J Rogers

Sally J. Rogers, Ph.D.
Project Director

:sp

Comprehensive Services for Rural handicapped children

will do
Ans. phone [illegible]

Phone 517-437-[illegible]

Hillsdale County
Intermediate School District

347 Beck Road — Hillsdale, Michigan 49242

May 4, 1979

Sherry Raynor, Director
Project Outreach: Vision Impaired Preschool
Ingham Intermediate Schools
2630 West Howell Road
Mason, Michigan 48854

Dear Ms. Raynor:

I thoroughly enjoyed the film "More Alike Than Different" shown by Channel 23 WKAR-TV on Tuesday, May 2. It is an excellent film which I wouldn't hesitate to use for parent education. The materials that have been developed through Project Outreach have been excellent and I have tried to make good use of them.

Thank you for all the work you and your team of teachers and parents have accomplished throughout the last few years.

Sincerely,

Jennifer Jansen

Jennifer Jansen
Teacher/Consultant for
Visually Impaired

JJ/bjb

RECEIVED MAY 9 1979

Branch Intermediate School District

P. O. Box 509
Coldwater, Michigan 49036
Superintendent (517) 279-7524

March 15, 1979

Cassettes sent
3-23-79

Director
Project Outreach
Ingham Intermediate School District
2630 W. Howell Road
Mason, MI 48854

Dear Director:

Accompanying this letter are three (3) sixty minute blank videotapes. I would like to have your entire series copied for our use at Branch Intermediate School District. Are we permitted to use these tapes for our in-service presentations out of county so long as proper credit is given?

I would also like to have one copy of your Receptive Expressive Language Assessment for Blind Preschool Children and one of each of the five materials packets. If there is charge for any of these, please advise me so I can send you a requisition right away.

The two presentations given by your staff at the CEC Conference last week were excellent. I always check the catalog for Project Outreach presentations first, and have never been disappointed or come away without new ideas to try with my own students.

Yours truly,

Sharon M Kirchner
Sharon M. Kirchner
Teacher Consultant, Visually Impaired

cc

Special Education Offices
300 Bishop Avenue
517-279-7524

Branch Area Careers Center
366 Morse Street
517-279-8081

Business Offic
212 Bishop Aven
517-279-75

PARKLAND COMMUNITY COLLEGE

parent report

To Sherry Raynor

From Marg. Falkiner Date April 20/79

INSTRUCTIONS:

☐ Signature
☑ Comments
☐ Information
☐ Handle

☐ May we discuss
☐ Prepare reply
☐ File
☐ Return to me

REMARKS:

Dear Sherry,

Your help & the Resource material from Project Outreach have been most helpful I only wish our grand daughter Charlene now age 4 could take part in your project.

Charlene hasn't had much help outside of the family but is bright active and participating in everything around her.

Thank you.
Marg. Falkiner

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ELEMENTARY AND SPECIAL EDUCATION

EAST LANSING • MICHIGAN • 48824

May 17, 1979

Marilyn Hulce
Project Outreach
Ingham Intermediate School Districts
2630 W. Howell Road
Mason, Michigan 48854

Dear Marilyn,

I appreciate more than words can convey the receipt of the five video productions of Project Outreach. I hope that you will let Sherry know my gratitude.

We will use the tapes in our classes, and appreciate having copies of our own.

Thanks again.

Sincerely,

Lou Alonso, mao

(Mrs.) Lou Alonso, Professor and
Coordinator, Programs Preparing Personnel
for Visually Impaired and Blind/Deaf Learners

LA:mao

RECEIVED MAY 23 1979

region vii education service center

special education component
901 broadway
kilgore, texas 75662
214-984-3071

March 22, 1979

Ms. Carol Rottman
Ingham Intermediate School Dist.
Division of Special Education
2630 W. Howell Road
Mason, Michigan 48854

Dear Ms. Rottman:

We did receive materials from your project last year and think the materials are very good. Our service as the Instructional Materials Center of the Region VII Educational Service Center is primarily to serve as a lending library for teachers of handicapped children, who may borrow and evaluate materials on a short term basis. We have placed the items from your project in our professional library, and our visual consultants have been recommending these to the teachers in our region who are working with visually impaired pre-schoolers.

Miss Ann Ingram, one of our consultants, will request that some of these teachers fill out your questionnaire.

Let us know if we can be of any other assistance.

Sincerely yours,

Jo Anne Mason

Jo Anne Mason
Materials Consultant

lmf

RECEIVED MAR 27 1979

Province of
British Columbia

Ministry of
Human Resources

FIELD SERVICES

Point Grey District Office
#104 - 3540 W. 41st Avenue
Vancouver, B.C.
V6N 3E6
Telephone: 263-2421

May 4, 1979

Infant Program for the Visually Impaired
Project OutReach
Ingham Intermed. School District
2630 West Howell Road
Mason, Michigan
48854

Attention: Carol Rottman, Project Director

I received a letter requesting feedback as to materials provided by you and used in working with visually impaired children.

I am a social worker with the Ministry of Human Resources with a caseload of deaf and/or blind children and their families or foster parents. I originally found out about your program through a foster mother of two blind children, Celia de Vries. As a result I ordered copies of two publications "Move It" and "Get a Wiggle On".

I've used them in foster parent education sessions, shared them with other workers, and made them available to teachers and parents in sighted schools where there is a visually impaired child in their program. Most people who see the books have reacted enthusiastically, usually with comments along the lines of "I never thought of that before!".

So thanks from all of us. If you have information on other publications and a list that could be shared, I'd be grateful to know what might be available.

Sincerely,

Pam Manson
Social Worker
Pt. Grey, MHR

PM:dj

RECEIVED MAY 11 1979